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Jimmie McKinley

has been found to be complete and satisfactory in all respects,
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Walden University
2016

Abstract

The Experiences of High School Teachers Who Have Encountered Burnout

by

Jimmie Lee McKinley, Jr.

EdS, Walden University, 2012

MEd, University of Tennessee, 2004

BM, University of Tennessee, 2002

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

February 2016

Abstract

This qualitative case study addressed the impact of administration and school leadership on teachers who encounter burnout. The purpose of this project study was to examine this phenomenon through the experiences of Grades 9-12 classroom teachers, which ultimately could reduce the amount of early retirees, reduce the amount of illnesses among teachers, and increase the enthusiasm and vitality of educators. The conceptual framework was based on Bandura's social learning theory. Interview data were collected from four high school educators using purposive sampling, through semi structured face-to-face interviews, and were coded using a line-by-line content analysis for emergent themes. Findings included positive and negative experiences of teacher burnout, the encounter of change and flexibility, and the importance of professional collaboration. Through the findings of this study, teachers are encouraged to engage in direct coping strategies such as improving class management skills to help with a positive workday. Indirect coping strategies include participation in sports activities outside school hours. Strategies are offered for administrators to support teachers on fostering empathy, relationship building, and communication. The outcomes are beneficial to local school and district administrators to support a positive working environment for teachers in which all students can learn. Positive social change at the local level includes senior district administrators making decisions on the allocation of human and capital resources to help burned out teachers.

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Dedication

To the youths who march onward and upwards towards the light, this doctoral study is respectfully dedicated.

Acknowledgments

I would like to express my sincere appreciation to my committee chair, Dr. Peter Kiriakidis, who has the mind of a true leader; his continual motivation and initiative through the scholarly research and study has been unmatched, creating excitement within me to have the cognition of tenacity and determination. Without his expertise, guidance, and educational leadership, I would not have been able to complete this project study.

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Dr. Troy, thank you for your steadfast dedication, commitment and brotherly love to see me to the finish line. You were determined to see me through and I wholeheartedly thank you. You have been a blessing to help me not concentrate on the destination though to appreciate the journey. To Almighty God, I give thanks for clarity, unconditional Love, and health. Almighty God has continued to bless as I continue academic endeavors as a life-long learner. Thank you for letting Your light shine within me.

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Section 1: Introduction to the Study

Introduction

Professional burnout has been defined as extreme job-related stress, specifically separation from others with a focus on feelings of insignificance (Kitchel et al., 2012). Teachers who experienced frustration during their career have experienced burnout (Lee, 2010). These teachers may develop coping skills either by hiding their burnout (Noushad, 2008) or by working in supportive environments that help free their mind of worry, eventually dissipating the burnout they once had (Hanson, 2006).

High school teachers at the research site had experienced burnout and health problems. Health problems resulted from frustration (Clausen & Petruka, 2009). Frustration among teachers stemmed from many issues including: (a) salaries, (b) working conditions, (c) teacher preparation, (d) pay and respect, (e) job satisfaction, (f) teacher initiatives, (g) administrative support, (h) self-efficacy, (i) adequate yearly progress, (j) mobility rate, and (k) alienation to professional identity (Lee, 2010).

Professional burnout in the educational field can affect teachers who have difficulties with classroom management and discipline behaviors (Clausen & Petruka, 2009). Lack of classroom management is one of the leading causes for teacher stress (Clausen & Petruka, 2009). Researchers focused on negative work environments that affect burnout (Lee, 2010): (a) teacher professional developments and attitudes about burnout have remained a challenge for school administrators (Clausen & Petruka, 2009); (b) administrative support has been increasingly essential to boost teacher morale (Gunduz, 2006); and (c) school leaders should refrain from pairing new teachers with mentor teachers who

may not even mesh, or mentors who do not effectively communicate with other adults (Clausen & Petruka, 2009).

Job demands that exceed an individual's available resources to meet the challenge of teaching cause burnout (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001). Teachers who have experienced burnout: (a) feel overworked, (b) feel underappreciated, (c) are not clear of expectations, (d) are concerned about school safety, and (e) feel they work in a negative work environment (Blazer, 2010). Blazer (2010) argued that school administrators should provide a positive school environment to counteract teachers who lose attentiveness in work and become powerless to perform their day-to-day teaching duties. When teachers do not work in a positive environment, the administrators may find themselves challenged to deal with teacher burnout when teachers fail to prepare lesson plans or avoid school activities (Bousquet, 2012). This may be compounded by poor student achievement outcomes (Blazer, 2010).

A teacher's view of a school's environment helps determine whether or not they will continue in the profession each year (Maag, 2008). Educators who experience burnout struggle to find the desire and motivation to continue teaching (Kitchel et al., 2012).

High school teachers at the research site experience this level of burnout. These teachers reported to school administrators that they had health problems associated with burnout in the teaching environment (J. McDonald, personal communication, February 13, 2014). The problem statement is presented in the next section.

Research Problem

Noushad (2008) asserted that teachers' motivation and enthusiasm is decreased and frustration is increased in a negative teaching environment. Frustration is experienced by both novice and experienced teachers (Bindhu & Sudheeshkumar, 2006), and creates a teaching climate that can lead to teacher burnout (Betoret, 2010; Bosquet, 2012). Inadequately addressing teacher burnout can lead to teachers who perform at a lower level, and ultimately high teacher turnover (Federici & Skaalvik, 2012). To address this issue, school administrators must provide funding to recruit highly qualified educators while providing professional development for low performing teachers (Bas, 2011; Loeb, Darling-Hammond, & Luczak, 2005).

Rational

Evidence of the Problem at the Local Level

Locally, the issue of finding highly qualified educators exists as well. At the research site, students' standardized tests scores were very low at least four academic years and almost 50% of the teachers had reported to administration that they had experienced burnout because of job-related stress caused by teaching demands and low teacher morale.

The research site was a suburban high school in the Southeastern region of the United States of America. Students' standardized tests scores were very low for at least four academic years. These students did not meet adequate yearly progress (AYP) and did not enter either college or university because they had limited academic skills (J. McDonald, personal communication, February 13, 2014).

Of the 48 high school teachers at the research site, 23 reported to administration that they had experienced burnout in the teaching environment (J. McDonald, personal communication, February 13, 2014). These teachers had complained to administrators and teachers' advocacy representatives that they had experienced extreme job-related stress that often leads to personal health problems from frustration regarding classroom management, teaching demands such as extracurricular activities, and low teacher morale (P. Kirk, personal communication, December 1, 2014).

Few researchers have used qualitative case study research to examine the experiences of high school teachers regarding burnout. School and district administrators need research-based findings on the experiences of these teachers regarding burnout to make decisions on how to help these teachers cope with the school environment, and to determine what kinds of professional support should be offered to assist teachers perform better. District administrators need research-based findings to support teachers with lesson plans and school activities.

Evidence of the Problem from the Professional Literature

Researchers revealed that administrators should pay attention to teacher burnout (Bosquet, 2012; Carter, 2011; Cephe, 2010; Noushad, 2008; Hanson, 2006). Law (2010) surveyed participants with three variables of the Maslach burnout inventory: (a) tiredness, (b) isolation, and (c) hopelessness. Preparation for different courses and daily lesson planning may be overwhelming for teachers (Bas, 2011).

Purpose Statement

The purpose of this qualitative study was to examine the experiences of teachers who have experienced burnout. Teachers' teaching climate, years of experience, and school environment were also examined to determine whether those factors contribute to teacher burnout and frustration level (Bindhu & Sudheeshkumar, 2006).

Definitions of Terms

Bandura's social learning theory: Bandura (1956) examined how learning takes place between oneself and others. Bandura measured four levels of attainment of learning in the self-regulated learner: observational, emulative, self-control, and self-regulative, involving a gradual process of learning from others to learning how to learn. Bandura stated that behavior is learned from the environment through the process of observational learning.

Bloom's taxonomy of learning: This term refers to an understanding of learning that is based on knowledge, comprehension, application, analysis, synthesis, and evaluation (Bloom, 1956).

Burnout: Burnout was introduced to the social sciences in an attempt to describe the levels of exhaustion commonly seen in service-oriented professions (Cephe, 2010). Noushad (2008) defined the word associated with help professionals who encounter long-term stress. Freudenberger (1975) acknowledged burnout as tiredness and fatigue. Maslach and Jackson (1981) reported that burnout is as a disorder identified by tiredness, isolation, and the feeling of hopelessness.

Creative thinking: This term refers to high-order thinking that focuses on divergent thinking, innovation, flexibility and elaboration, and fluency of thinking as requirements for more advanced mathematical thinking (Sake & Maker, 2006).

Job satisfaction: A pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences (Locke, 1976). Educators can recognize the concepts of teacher burnout centered on Maslach's (1986) burnout inventory, especially tiredness.

Long - term stress: Jobs stress, attrition, and frustration (Maslach & Jackson, 1986)

McClelland's human motivation theory: This term refers to one's needs influenced by their cultural background and life experiences. McClelland (1965) classified human motivation as being defined by one of three categories: a need for achievement, a need for affiliation, or a need for power.

Significance

The findings of this study could be use by both teachers and administrators to understand the factors that contribute to teacher burnout. In turn, they could help teachers cope with their work environment and perform at a higher level. By helping teachers, administrators could improve student performance.

Research Question

The research question that guided this study was:

RQ1: What are the experiences of high school classroom teachers who have experienced burnout in the school environment?

Review of the Literature

This literature review was drawn from the following databases: Education Research Complete, Education from SAGE, ProQuest Central, ERIC, and Academic Search Complete. The following keywords were used: *teacher burnout*, *depersonalization*, *emotional exhaustion*, *job satisfaction*, *domains of competency model* and *Bloom's taxonomy*. The number of studies addressing the guiding question indicates a need for school leadership support regarding burnout (Bas, 2011; Bell, 2010; Federici & Skaalvik, 2012; Law, 2010; Reinke, Herman & Stormont, 2013). The research for peer-review articles included research on burnout, job-related stress, phases of teacher burnout, prevention, coping strategies, and support from school leadership (Berryhill, Linney, & Fromewick, 2009; McKenzie, 2009; Morton, 2012; Noushad, 2008; Ransford, Greenberg, Domitrovich, Small, & Jacobson, 2009; Wright & Ballesterro, 2012). The literature review included reviews of research articles on leadership support integrated in the perspective of a pedagogical change to provide opportunities for educators to counteract exhaustion and fatigue. The salaries subsection refers to compensation being a variable for stress as it relates to teacher working environment and assurance. The working conditions subsection refers to occupational stress related to job satisfaction. The teacher preparation subsection refers to the training and effective planning to eliminate stressful situations. The pay and respect subsection refers to the lack of classroom management as it relates to peace and attrition for educators. The job satisfaction subsection denotes school administrators taking a thorough look at teacher's negative beliefs of school culture and climate. The administrative initiatives subsection refers to interventions and techniques to help teachers

handle stress. The administrative support subsection refers to the high energy needed as school leadership and effective strategies to introduce change in the building. The self-efficacy subsection refers to the judgment of teaching abilities and the school leader's ability to inspire and be vision-driven.

Conceptual Framework

In the context of connecting with school, behavioral factors, and environment, Albert Bandura's social cognitive theory describes learning through observation, imitation, and modeling. Bandura's (1986) social learning theory applies to the issue of teacher self-efficacy. Teachers' belief in their own ability to plan, organize, and implement daily lessons are important to the success of their educational goals. Bruner (1966), Vygotsky (1962), and McClelland (1965) provided further explanations about teacher burnout.

Much of the research focused on teacher burnout has included Maslach's burnout model (Capri, 2013). Maslach's (1981) burnout inventory identified teacher burnout through a series of Likert type questions regarding teacher stress, daily routine, job satisfaction, student behavior, and personal value. Consistent with the health care professionals and other service areas, teachers also suffer from over exacerbated efforts of help. Maslach's (1981) inventory continued to be the most widely used instrument for measuring burnout in the education profession. The main constructs in defining educational burnout are the emotional demands of the job, the negative or disconnected response to school, and the belief that one can work effectively in the school environment (Maslach & Leiter, 1997). An increase in burnout equates to an increase fatigue (emotional exhaus-

tion) and depersonalization, though a decrease in personal motivation and success (Capri, 2013).

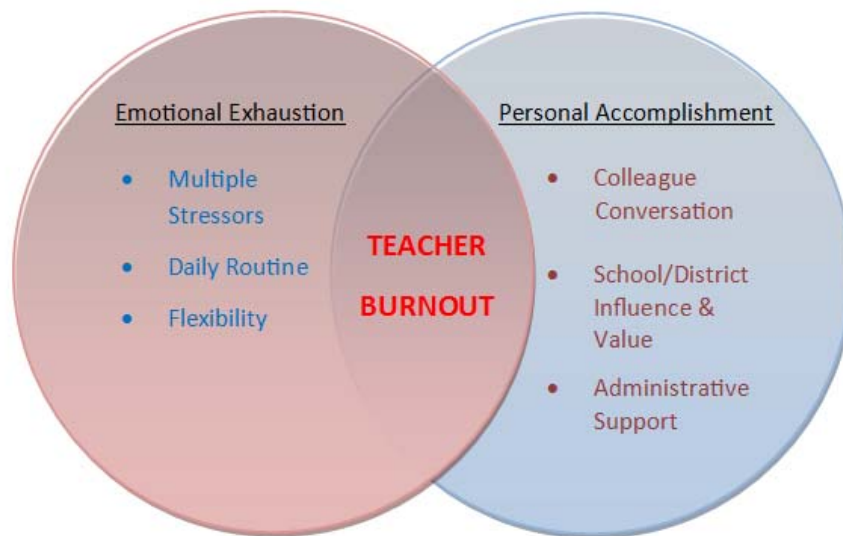


Figure 1. Maslach's Conceptualization of Burnout

Characteristics of Teachers' Burnout

Teacher burnout is physical, emotional, and mental fatigue (Goddard, O'Brien, & Goddard, 2006) and is apparent even when teachers isolate themselves from students, parents, colleagues, or the work (Maslach & Jackson, 1981). The daily work of teachers that causes burnout can be categorized within Maslach's three constructs. Low salaries, bad working conditions, and lack of teacher preparation are among the main causes of burnout and can result in teachers leaving a particular school or changing career paths (Loeb, Darling-Hammond, & Luczak, 2005).

According to Cephe (2010), teacher burnout is associated with high attrition rates. Few researchers have investigated teachers who experienced burnout and stay in the teaching profession (Noushad, 2008). Therefore, further exploration of teacher experiences is needed to better understand teacher burnout.

Teachers' Salaries and Working Conditions

Loeb, Darling-Hammond, and Luzcak (2005) examined California teachers' salaries and found a high correlation between teachers' salaries and working conditions. In the early 1990's, schools that housed more than 75% free-reduced lunch had bigger class sizes and teachers who made 35% less than their colleagues at low-poverty schools and teachers had little autonomy in the instructional and management operations of their schools (Loeb et al.). For mathematics and science teaching positions, salaries are higher than regular teaching positions and a salary difference may influence teachers' decisions to continue to teach or leave teaching (Loeb et al.). Low salaries lead to almost 50% of new teachers with different occupations (Patton & Kritsonis, 2006).

Teachers often consider purchasing certain items and accepting salary conditions as part of their professional commitment to teaching (Brown & Roloff, 2011). Teacher burnout along with negative working conditions threatens this strong commitment to the profession. Brown and Roloff (2011) explained how long hours each day can often lead to teacher burnout. Conditions include fatigue and tiredness; not wanting to put forth energy in the students they teach (Brown & Roloff, 2011). Brown and Roloff (2011) concluded that a need for balance of the teacher's expectations with mind and body to eliminate the pressures of stress is necessary.

Work conditions beyond pay can cause stress and burnout as well. Working with special needs students for long lengths of time causes high levels of job related stress (Hurt, Grist, Malesky, & McCord, 2013). Hurt et al. (2013) conducted a study relating teacher burnout to interactions with autistic students. Lazuras (2006) related the pressures of stress to job satisfaction. Special education teachers (34) and general education teachers (36) were surveyed. The setting of a school for children with severe learning disabilities was used to develop Lazuras's procedure of job-related long-term stress associated with social conflicts on the job, autonomy as it relates to logistics and administration, quantifiable work, and health issues. The fifth scale was job-related affective wellbeing scale (Darling-Hammond, 2005), measuring the frequency of specific emotions teachers had on the job. Lazuras found a negative impact on job satisfaction when job-related stress is encountered. The workload adds stress to teachers who experienced burnout (Kitchel et al., 2012). Dilbara (2007) suggested that school leaders must support teachers who experienced burnout in order to decrease teacher attrition. Sizer (1999) examined if a teacher needs 10 minutes each week per student to comment on individual work, then this workload amounts to a little more than 8 hours a week causing additional stress. Blazer (2010) reported that inadequate staffing due to overcrowded classrooms must be discussed among a school's leadership team.

Teachers' Physical Health and Burnout

Williams and Gersch (2004) found that teachers' health is affected by stress. Specifically, worker health and productivity over a period of time lessens based on the demands of the job (Kizilci, Erdogan, & Sozen, 2012). Margolis and Nagel (2006) reported

that teachers' stress may affect teacher morale. Kizilci et al. (2012) found that females experience high levels of burnout than males. In addition, females have lower perceptions of their personal successes than males. To counteract stress and repetitious days, teachers should constantly look for ways to improve instructionally, administratively, and managerially (Margolis & Nagel, 2006). Lack of support and praise from administrators can also impact the health of teachers (Hurt et al.). Without intervention of teacher burnout, inabilities and diseases will arise causing low performance, depression, and even job failure (Kizilci et al., 2012).

Teachers' Burnout and Students' Behaviors

Job performance diminished as physical and mental tiredness settles in the stressed out teacher (Margolis & Nagel, 2006). Teachers may not be able to respond appropriately when they are irritated with student behavior, making them more of a liability for themselves and the student rather than being an asset to education (Maag, 2008). Conditions do not get better when teachers act out of emotion; challenging student conduct is handled in more of a professional manner when the educators can put feelings aside and focus on the issue (Maag).

Teachers' Burnout and Tiredness

Change brings an increased tiredness among teachers (Blazer, 2010). Coping strategies for change may help burned out teachers (Margolis & Nagel, 2006). Burnout increases when unrealistic changes and excessive demands are made on teacher's time and energy (Blazer, 2010). Enrichment activities, student ethical development and mentorship, committee meetings, fund-raising, technological advancements, parent meetings,

conferences, and community events all contribute to prolonged stress and burnout (Blazer, 2010).

Teacher Preparation

Darling Hammond (2005) conducted a comparative teacher preparation study among a 4-year certification path, a 5-year program with a M.A. in education degree, and teachers who completed their short-term alternative certification. (Darling Hammond, 2005) concluded that the completion of the 5-year program better prepared teachers compared to the other two groups.

Reasons for Teachers Leaving the Teaching Profession

Margolis and Nagel (2006) interviewed 15 teachers and three administrators regarding school climate and reported that teachers leave the teaching profession because they are affected by stress. Educators in Title I schools have struggled with student growth, how students learn, and how to increase student achievement in all classes (Darling-Hammond et al., 2005). Veteran teachers who support new teachers effectively help curb teacher burnout and teachers who feel alone and isolated from other colleagues (Blazer, 2010).

Lack of respect is one of the primary reasons many teachers choose a different career path after their first few years of teaching. Assistants who receive little respect are much more inclined to experience burnout than their superior does (Kizilci et al., 2012). Other primary reasons teachers leave include: problems with student discipline, belligerent parents, and peer relationship issues (Skaalvik, 2007). Teachers experience burnout when: (a) they struggle with managing student behavior in the classroom (Reinke, Her-

man, & Stormont, 2013), (b) there is limited administrative support (Blazer, 2010), and (c) they feel pressured from administration (Freudenberger, 1975).

Association between Teachers' Job Satisfaction and Administrative Support

Teachers had reported that their job satisfaction is associated with stress (Kitchel et al., 2012). Frustration occurs for teachers who encounter the extreme long-term stress; school administration must respond to the teacher job-related issues (Bindhu & Sudheeshkumar, 2006).

Teacher complacency and lack of highly qualified performance in the classroom may result in student academic and behavioral issues (Pas, 2010). Teacher appreciation goes a long way to not only quantitatively see success, though qualitatively feel success, developing into higher student and teacher self-expectations (Pas, 2010). Bataineh and Alsagheer (2012) researched the support of supervisors as being an effective strategy to reduce burnout. Using a sample of 300 teachers, subjects completed a Likert scale questionnaire to determine the amount of support given in relation to teacher burnout. Maslach's burnout inventory was administered.

Supporting Theories of Burnout

As previously mentioned, this study was primarily framed by Bandura's (1986) social learning theory. However, there are other theories that further support and/or align with Bandura's SLT such as: (a) motivation theory, (b) constructivist theory, (c) social interaction and engagement, and (d) teachers' self-efficacy and the social learning theory. Coupled with Bandura's (1986) social learning theory, these approaches lend some in-

sight to teacher burnout. Bruner (1966), Vygotsky (1962), and McClelland (1965) all provided further explanations about teacher burnout.

Human Motivation Theory

McClelland's (1965) human motivation theory is used in this study to identify the achievement of teachers and recognition of achievement in relation to stress and burnout. McClelland reported that humans express four major motives: the need for affiliation, the need for approval, the need for power, and, most importantly for this study: the need for achievement. Those who have a high need for achievement set high goals for themselves and will try to obtain a certain level of excellence.

Bruner's Constructivist Theory

According to Bruner's (1966) constructivist theory, teachers actively participate in learning process by the construction of new ideas based on previous information. As teachers instruct, they decide which information to transform so that their students may do the same with the information presented. Teachers who identify themselves as being burned out rely on this framework to provide meaning of their experience. Bruner's theory (1966) included four major aspects of instruction: predisposition towards learning, organization and sequence, ease of lecturing, and the pacing of rewards and punishments.

Vygotsky's Theory

Vygotsky (1962) developed the idea that social interaction and engagement with an environment enhances the learning process, and idea of evolving with the aid of mental toughness from the learner. Vygotsky's theory applied to this study because teachers

have social interaction with one another. Therefore, a teacher's success could depend on the positive social interaction of others.

Teachers' Self-Efficacy and the Social Learning Theory

Social learning theorist Albert Bandura (1956) defined self-efficacy as the capability to organize and execute expectations required under social pressure and distress. Bandura's social cognitive theory contests that self-efficacy is self-belief in a given situation (Federici & Skaalvik, 2012). An educator's persistence and motivation to carry out a task is directly correlated with the anxiety level of a teacher (Federici & Skaalvik, 2012). Teacher appreciation is important as it relates to self-efficacy. Self-confidence in classroom management and self-gratification of classroom success both support the battle against teacher burnout. Freudenberger (1974) believed that teachers face burnout when they exert efforts to reach a goal and do more than pulling their weight. When teachers do not feel appreciated, they will begin to lose confidence in their skills and competencies (Gunduz, 2012).

Annual perception surveys are not only important to a school to determine the success of culture and climate of the building though also determines the perception of academic and administrative obstacles that inhibit teaching and learning. The instructional leader's self-efficacy is vital to the success of a school as it reflects the aspirations, visions, and goals of the building (Federici & Skaalvik, 2012). The attitudes and performance of the followers change due to the impact of the leader's self-efficacy (Federici & Skaalvik). A staff will believe in the students and have a positive commitment to teaching

when the leader has a strong work ethic and is confident in the team (Federici & Skaalvik).

Adequate Yearly Progress

Changes to make ensure all accountability measures such as formative assessments, learning targets, and end of course testing are included in weekly instruction has an effect on teachers (Grissom, Nicholson-Crotty, & Harrington, n.d.). Teacher stress and burnout exists because of the stronger accountability measures of AYP and NCLB, especially when test scores are returned inadequate or when goals seem unachievable (Grissom, Nicholson-Crotty, & Harrington, n.d.). Mowers (2010) surveyed teachers on the policies of No Child Left Behind (NCLB) and teacher burnout and hypothesized that the policies of NCLB were the highest stress factor for teachers. Female elementary teachers showed the most stress for meeting AYP. The study also showed that the more education a teacher had, the less satisfied they were with the principal (Mowers). AYP and NCLB has had negative impacts on job contentment and retention (Grissom, Nicholson-Crotty, & Harrington, n.d.).

Alienation from Professional Identity

Cephe (2010) found that besides the three major factors of Maslach's burnout inventory, namely depersonalization, emotional exhaustion, and reduced personal accomplishment, alienation from professional identity affected many instructors who were identified with encountering burnout. Many teachers attempt to gain autonomy in their classroom environment through isolation, inadvertently causing alienation. This, in turn, has

negative effects on their professional identity. Job absenteeism also adds to emotional exhaustion (Reinke, Herman, & Stormont, 2013).

Teacher Morale

Teacher morale affects student achievement. The lower the teacher morale, the lower student achievement (Bousquet, 2012). Teachers who experienced burn out negatively affect student achievement (J. McDonald, personal communication, February 13, 2014). Student centered learning is dependent on the morale of the teacher and the climate created in the classroom (Flook, Goldberg, Pinger, Bonus, & Davidson, 2013). . Increasing morale helps educators revitalize. Burnout is mental and psychological, negatively affecting teachers and students on a daily basis. Learning weakens when the relationship of teacher and student does the same (Bousquet).

The Mind of a Burned Out Teacher

Results noted that a course in stress and burnout could significantly reduce symptoms (Flook et al., 2013). Programs provide interventions for teacher burnout with the focus on the need for further approaches to reduce teacher burnout (Flook et al.). Flook et al. sought to evaluate eight weeks of mindfulness training techniques for teachers since mindfulness training has proven to reduce stress and burnout. Teachers who participated in the classes were able to use the lessons learned immediately in their classrooms. Practice logs were set up to record formal and informal uses of the training. Decreases in burnout were evident from the intervention of the mindfulness training, therefore increasing effective teaching behaviors (Flook et al.).

Social Comparisons and Job Satisfaction

Kitchel et al. (2012) associated social comparisons and job satisfaction. Kitchel et al. reported that teachers were satisfied with their jobs. Teachers play a key role in creating a positive classroom environment (Flook, Goldberg, Pinger, Bonus, & Davidson, 2013). When teachers are satisfied with their jobs they tend to engage more with students (Kitchel, Smith, Henry, Robinson, Lawver, Park, & Schell, 2012). Teachers must feel as though the job they in which they commit is meaningful (Inandi & Buyukuzkan, 2013). Deacon (2013) found that over 75% of teachers surveyed resisted change. Teachers with low teacher efficacy, or negative beliefs about their ability to teach students, demonstrate less effective teaching practices, which result in poorer student achievement (Skaalvik, 2007).

Social Change Implications

Policymakers, administrators, and school leaders should examine such problems as salaries, working conditions, and teacher preparation to curve negative teacher stress and burnout (Caglar, 2011). The findings of this study revealed teachers' strategies to cope with burnout. Implications for social change included strategies from the findings of this study. The experiences of teachers who cope with burnout could improve teachers' understanding of the challenges of burnout.

Transition Statement

In Section 2, the methodology for this study is presented. In Section 3, the project is presented and the reflections and conclusions are presented in Section 4.

Section 2: Methodology

In the previous section, I gave you examples of how to change things. In this section and throughout the rest of the paper, I will be highlighting and making quick notes in the margin. Please do not take my quick note tone as one of criticism, it is merely written for greater efficiency on both our parts.

Introduction

A qualitative study was conducted with the goal to examine the experiences of high school classroom teachers who had experienced burnout. The research site was a public high school within a school district in the southeastern region of the United States. The methodology is described in this section.

Qualitative Research Design and Approach

I conducted a qualitative study to examine the experiences of high school teachers who were burned out. The study design centered on an in-depth data collection involving multiple sources of information (Creswell, 2010).

Appropriateness of the Methodology to the Research

I used a qualitative design to help me understand the values and perceptions that influence behavior (Merriam, 2002). Understanding the reasons why teachers feel stressed throughout the school year helped determine reasons why teachers were burned out. Studying why teachers who were identified as being burned out helped me make recommendations for policy implementation and further study. Through this project study, a policy recommendation will be made to school administrators to support teachers

who are burned out. The purpose of such policy could be to reduce the amount of early retirees, the amount of serious illnesses among teachers, and increase the enthusiasm and vitality of educators.

Description of Population

The setting for study was a high school located in the suburbs in the Southeast region of the United States of America. The administrative team consisted of a principal and an assistant principal. More than 1,250 Grades 9-12 students attended classes at the high school (J. McDonald, personal communication, February 13, 2014). Students' standardized tests scores were very low for at least four academic years and students did not meet adequate yearly progress (AYP) and did not enter either college or university (J. McDonald, personal communication, February 13, 2014).

Sample

Out of a population of 48 high school teachers, 23 identified with some level of stress and frustration. For the purpose of this study, purposeful sampling was used for me to interview the first 23 participants who signed the informed consent form. The sample size consisted of four high school teachers who met the selection criteria. The focus of this study centered on the depth of the data to be collected and not on the number of participants (Jones, 2002; Williamson, 2006). Data were collected via face-to-face interviews to examine why these teachers were burned out.

Participant Solicitation

After receiving IRB approval, I gained access to the research site through contact with the administrators responsible for research to discuss the study in person. During the

meeting, an explanation of the roles and responsibilities of the research was given to the administration. A list of teachers meeting the aforementioned selection criteria was requested for a face-to-face interview invitation in the library of the school in a private room. The confidentiality agreement and a letter of cooperation were signed with the administrators. The interview protocol was then presented, along with consent form, and invitation letter to potential participants.

Participant Selection Criteria

The four participants were high school teachers who: (a) were state-certified teachers, (b) have reported to administrators they were burned out and (c) had been teaching at the high school level for at least 3 years. Those teachers who met the criteria were invited to participate in this study. Participants were given a consent form and were informed of the minimal risks of psychological stress or being upset due to the interview questions (Table 1). Four teachers agreed to participate by completing the informed consent form from one school.

Participant Profiles

To protect the identity of the participants, I assigned to each teacher a pseudonym: such as Teacher 1, Teacher 2, Teacher 3, and Teacher 4. All participants taught for at least 3 years based on the selection criteria. Three of the four teachers were elective teachers, meaning their school hours extended beyond the normal school day during parts of each school year.

Basis for Results-based Project

Findings from this study could help administrators understand teacher burn out by extreme fatigue, emotional exhaustion, depersonalization, and a decrease in personal motivation and success (Capri, 2013). When the participants were asked, which factor impacted teacher burnout the most, the teachers reported that the factor was the administration. The findings from this study include that teacher burnout outcomes are influenced by the relationships among school stakeholders such as administrator to teacher. The way a teacher perceives and responds to the events in a school setting could impact the teaching experience and shape the environment outcomes. Confronting teacher burnout, handling the uncertainty of new situations, adapting to change, and establishing a positive relationship with administration have an impact on the burned out teacher.

The informal elements to help those who are burned out include conversations with local administrators from schools within the district to share ideas of each on boarding process. Understanding how each school orientates their new teachers could help create a platform where innovative ideas could be shared to positively impact teacher stress and burnout. Tools that have been implemented to assist teachers within the school district include: (a) a local district webpage meant to address teacher stress and orient new teachers, (b) an E-class database that provides resourceful links associated with teacher stress and ways to increase awareness of the issue, and (c) e-resources that promote positive change.

Upon completion of the study, a presentation will be created for district administration based on results of the current study to increase the awareness and to impact the future of the district on boarding process for new teachers. A summer pre-planning session centering on effective student achievement and the impacts of teacher burnout will be presented on the district level for teachers who have received a needs improvement on their summative evaluation throughout the school year.

Transition Statement

The findings could help administrators understand burnout among high school teachers. The findings could be used by administrators to offer professional learning opportunities to teachers to counteract teacher burnout. In this section, the qualitative research method was presented. The population and sample, and data collection and analysis procedures were described. The project is presented in Section 3.

Section 3: The Project

Introduction

This study will be conducted to understand the lived experiences of teachers who have experienced professional burnout. I will examine the factors that not only contribute to teacher burnout, but also to the loss of motivation and enthusiasm. The findings of this study would include three themes: (a) the encounter of burnout; (b) change and flexibility; and (c) administrative support. To provide anonymity to the school district, the program that will be offered at the research site is referred to as Teach-R. Specifically, Teach-R is a stress intervention program with e-forums operated by the district and led by, and monitored, by a group of mentors. Structured face-to-face mentoring workshops are offered throughout the school year. Mentors will offer support (whether emotional or professional), suggestions, and in some cases tangible resources to teacher-mentees.

The Georgia Professional Teaching standards will be used as a comprehensive guide by mentors and teachers to continuously move teaching practice and student learning forward. Mentors are regularly presented in the classrooms of Teach-R program teachers to observe and to strategically collect data on technology, instructional methodology specific to subject area, classroom management, classroom environment, and active student engagement. Mentors and Teach-R teachers will collaboratively analyze observation data, developed next steps, and together monitored results in an ongoing process designed to continuously improve teaching and learning. Teach-R mentors will use the expectations of the Georgia Teacher Effectiveness System as a foundation in the use

of formative and summative assessment tools. Ongoing collaborative data collection, analysis, reflection and implementation of next steps to improve beginning teacher practice and student learning coexist in discussion between mentor and mentee.

Project Goal

The future goal of this project will be to conduct an evaluation of the Teach-R program to determine if the program is meeting its intended goals. Further, I will also be able to provide school and district administrators with recommendations for improving and/or promoting the Teach-R program. In the implementation of the Teach-R program, the local school district administrators will be able to outline specific outcomes by which the programmed will be intended to provide and/or produce. Those goals are:

1. To serve as an early intervention initiative to prevent further teacher stress.
2. To offer a virtual means of support to teachers with limited availability.
3. To provide established teachers with an opportunity to further develop their leadership and coaching skills by serving as mentors.
4. To provide emotional and professional support.
5. To provide continuous quality feedback regarding performance standards:
 - a) Professional Knowledge
 - b) Instructional Planning
 - c) Instructional Strategies
 - d) Differentiated Instruction
 - e) Assessment Strategies
 - f) Assessment Uses

- g) Positive Learning Environment
 - h) Academically Challenging Environment
 - i) Professionalism
 - j) Communication
6. To provide a non-punitive environment whereby teachers can express their frustration without the threat of administrative retaliation.
 7. To guide teachers to channel misdirected frustration into positive agents of change.

Problem

Even with the implementation of the Teach-R program, 19% of teachers either left the local school district or changed profession altogether. Eight percent of teachers opted for early retirement at the end of the 2013 – 2014 school year. The overall turnover rate in the local district was 27%. Frustration, lack of support, and low motivation are all still concerns expressed by the teachers in the district.

Project Rationale

Conducting a summative evaluation of the Teach-R program will allow the district administrators to measure the effectiveness of the program. If the program is effective, the number of early retirees could be reduced, teacher burnout could be reduced, and the enthusiasm and vitality of educators could increase. Conducting an evaluation of the program could provide school and district administrators with recommendations for improving and/or promoting the Teach-R program.

Evaluation Design

A logic model could be used to frame a summative evaluation to determine if the actual outcomes of the Teach-R program are effective in meeting the desired outcomes of the program. Three of the participants of the aforementioned teacher burnout study disclosed that they could participate in the Teach-R program. Recommendations and further feedback could be based on the evaluation of the program. The intent, components, and desired outcomes of the Teach-R program are presented in Figure 2 and will be used to guide the evaluation.

Situation /Priorities	Inputs:	Outputs:		Impact/Outcomes:	
		Activities	Participation	Short Term	Long Term
<ul style="list-style-type: none"> • High Teacher Turnover Rate • Teachers Leaving the Profession • Lack of Motivation • Loss of Enthusiasm for the Profession • High Level of Stress & Frustration 	Teachers (Novice) Mentors (Experienced) E-Class platform Time Shared Materials and Equip. E-Learning Systems Technology \ Teach-R BlogSpot	Teach-R e-platform dialogue Teach-R quarterly mentoring workshops Mentor/Mentee Blogging Mentor/Mentee 1-on-1 coaching	Teachers (Novice) Mentors (Experienced) Instructional Leaders Principals District Leaders	<ul style="list-style-type: none"> • Early Intervention • Virtual Support: Resources & Technology • Virtual Support: Professional & Emotional • Provide Feedback to Improve Teacher Performance • Provide a Non-Punitive Open Forum • Rechanneling Misdirected Frustration 	<ul style="list-style-type: none"> • Leader/Coach Development • Alignment w/Performance Standards • Reduce Teacher Burnout • Retain Highly Qualified Teachers • Reduce Teacher Turnover
	Assumptions: <ul style="list-style-type: none"> • All stakeholders fully support program. • Program will provide early intervention when burnout is encountered. • Using E-Platform provides the most convenience and flexibility. 			External Factors: <ul style="list-style-type: none"> • Teacher concerns are subsided after pre-planning. • Teachers' family and/or work-life balance becomes primary concern post the workday. • Administration not fully supportive of non-punitive environment. • Limitations on time allocated for mentorship due to other competing district priorities 	

Figure 2. Logic Model: Evaluation of the Teach-R Program

Project: Review of Literature

Recent studies in education have brought teacher burnout to the forefront as an ever increasing problem (Lee, 2010). The terms burnout and stress have mistakenly be-

come synonymous, though they have two different meanings. Burnout is a term, which was coined by A Burn out Case (Greene, 1961). Burnout is defined as a long-term stress reaction that particularly occurs among professionals who work with people in some capacity (Noushad, 2008). Burnout is also a chronic state of physical, emotional, and mental exhaustion (Goddard, O'Brien, & Goddard, 2006). Increased feelings of emotional exhaustion are extremely prevalent in helping professions, such as teaching. Another indicator of stress and burnout in teachers involves depersonalization from students, parents, colleagues and the job as a whole (Maslach & Jackson, 1981).

The tendency for a negative self-evaluation is a third factor of burnout for helping professionals (Maslach & Jackson, 1981). Freudenberger (1975) introduced the term burnout in an academic scenario and defined it as "to fail, to wear out, or become exhausted by making excessive demands on energy, strength, or resources" (para 2). Several factors contribute to teacher burnout; however, the literature highlights three primary issues: (a) teacher salaries, (b) working conditions, and (c) teacher preparation (Loeb, Darling Hammond, & Luczak, 2005). According to Loeb et al. (2005), all three of these factors influence a teacher's decision to leave a particular school or to leave the profession completely. Every teacher experiences periods of growth and of losing enthusiasm. Educators who stay and teach while burned out compared to those who leave have not been the center of recent educational research. There are three types of teachers relating to stress; teachers who grow and stay in the profession, teachers who burn out and leave the profession, and teachers who burn out and stay in the profession. The third factor was the focus of the research.

Few researchers have investigated teachers who stay and face the same frustrations as teachers who leave within the first few years. The collected historical and theoretical research discussed is significant by identifying gaps in research for further study.

Teacher Interventions

Gardiner and Salmon (2014) conducted a study to describe and analyze the impact of two intervention urban teacher residency programs to increase the awareness of the program. Interventions of the program included faculty liaisons who served as mentors. The guiding question of research centered on the impact of the mentors in relation to the goals of the program. Similarly, the current study evaluation sought to find model mentors as the Teach-R program has found mentors to be a vital part in the success of the program. Distinguished mentors work with Teach-R program teachers on a strategic focus as determined by the Georgia Teacher Effectiveness System and other assessments of classroom practice and student learning. The Teach-R program of the school must fit into the school structure to sustain as a fully functioning mentorship program (Friend, Flattum, Nederhoff, & Neumark-Sztainer, 2014). Research has expounded on interventions to assist teachers to cope with stress, though sustainability becomes a concern

E-Forum/ Blended Learning

When excessive demands are made on teacher's time and energy, innovative programs become less effective (Blazer, 2010). A potential barrier is time set aside for teachers and administrators to casually converse. One aspect of the Teach-R mentor program is the use of an e-forum to assist with time. Mentor teachers in the Teach-R program must be trained to use the e-forum website prior to introducing to teachers in the

Teach-R program to ensure clear understanding. E-forum will provide time for mentors and Teach-R program teachers to converse in their leisure, meeting in person will help maintain a sense of community. The flexibility of an online portion of the program is necessary for teachers who constantly need more time, though the personal experience and social presence of teachers who burnout with their mentors in the Teach-R program is needed. If the face time would not be included, possible results of a psychological and communication disconnect could exist.

Developing Teacher Leaders

Schools cannot be run by the principal alone; strong leaders are necessary throughout the building to effectively to run the daily operations of the school (Gordon, Jacob, & Solis, 2014). To reach leadership potential, proper training and professional development is necessary for teacher leaders (Gordon et al., 2014). Mentor teachers in a Teach-R program could have meetings prior to the first meeting with their mentees to gain a clear understanding of the expectations of the program, though feedback is still necessary to ensure mentors and mentees are professionally growing by participating with Teach-R. If mentor teachers are not given knowledge of the vision and mission of the program early in the adoption process, the Teach-R program could be susceptible to decline even before its initial inception (Gordon et al., 20014). The Teach-R program could be designed to give teachers an opportunity to lead their peers through instructional innovations, mentoring, and facilitating change (Gordon et al., 2014). In a national survey, 60% of teachers assisted as mentor teachers. With this in mind, it is necessary to

properly train mentors to give the knowledge and skills to support the mentees in the Teach-R program.

Emotional and Professional Support

A welcoming and warm environment is the scenario for many schools as administrators embrace a new teacher. Keeping the same enthusiasm new teachers have when they first begin a school becomes an issue as the school progresses. A strong support system in place increases a sense of community (Sarason, 1974). Stress begins shortly after the first few semesters and many teachers leave the profession after the first few years. The constant changes of education are meant to better the system and make reformed changes for student progress, though the educators who teach the changes are the last to give input. Support from administrators is vital to the success of teachers. When teachers are involved with changes of the curriculum, success of the school increases because the morale of the educators' increases. Areas of concentration that help eliminate stress for novice teachers include limiting responsibilities and duties, clearly articulating expectations, and protecting planning time. The main concerns for teachers at my current location are the many responsibilities of paperwork, evaluations, and data notebooks.

New teachers think they will go into the classroom, perform a certain role, and have self-rule over things in the class. When faced with the real world scenario, many do not prepare for the bureaucracy that constructs the school system. Teachers should know about interruptions out of their control during teacher orientation sessions. School districts would lose even more educators from the jump if the aspirants understood how much testing interrupted instructional time. At the local research site, 36 days are devoted

to testing days for the elementary level. 30 days for middle school and 53 days for high school are also devoted for testing ranging from one to four hours. Therefore, out of the 180 of school instructional time, only 130 to 150 days are actually true full school days. Stress occurs because of the interruptions of the existing tests (J. McDonald, personal communication, February 13, 2014). Students spend time in study hall for half the day during high stakes test days resulting in increased teacher stress because of the lack of consistency to the school day.

Through discussion and research, how many teachers agree on training sessions needed during teacher orientation is an inquiry of concern. Staff development sessions and staff meetings use of time rather than teacher planning periods could curve burn out as well. At my current location, mandatory training sessions take up time during planning periods, accruing more stress to a stressful situation. Teacher and administration dialogue about concerns on a regular basis will curve the retention rate of educators. Since principals are the key to less stress in a school environment, initiating the training session must come from the head.

Beginning teachers who are generally excited about entering the classroom for the first time are soon stressed from isolation periods, challenges, expectations, and administrative support. Teachers must understand the expectations of leadership during preplanning with extensive training to diminish concern. Reinforcement throughout the year contributes to novice teacher understanding as well. Professional development opportunities and teacher workshops contribute to the ongoing knowledge base of teaching and learning (Kiriakidis, 2011). Peer support and dialogue with colleagues help with the isolation

periods so that constant contact with adolescents does not become a negative experience. One of the other concerns for new teachers involves student to teacher relations (J. McDonald, personal communication, February 13, 2014). Educators in low-income schools have contended about the development of students, how they learn, and how to reach a wide range of students to create success in the classroom (Darling-Hammond, Holtzman, Gatlin, & Heilig, 2005).

Teachers must believe that all students can learn and that all can succeed. Due to the main reasons listed teachers who had once possessed the belief that all students are learners eventually lose enthusiasm. Diminished teacher performance in the classroom may result in students having increased behavioral and academic problems, which could lead to greater referrals for discipline and academic concerns (Pas, 2010). Teachers, along with the students they teach, must feel successful as well. When a teacher feels successful at educating students, expectations for future success and teacher worth develops. Studies (Goddard & Goddard, 2006) show that teachers have a higher chance leaving the profession if intent to leave arises within their first year. Administrators and school leaders carry a strong ability to affect the attrition rate of new teachers.

Performance Standards

Performance standards offer clear expectations for classroom instruction and assessment; defined by the skill competencies and indicators for effective teaching (Schulz, 2010). Through achievement of the state standards, teachers are able to obtain feedback to understand where student learning is in relation to engaged teaching. The performance standards are (a) Professional Knowledge, (b) Instructional Planning, (c) Instructional

Strategies, (d) Differentiated Instruction, (e) Assessment Strategies, (f) Assessment Uses, (g) Positive Learning Environment, (h) Academically Challenging Environment, (i) Professionalism, and (j) Communication. The Teach-R program interventions exist in a way to support what teachers know and should be able to do (Schulz, 2010) as a result of participating in the Teach-R program. An ideal Teach-R program effectively includes the professional and social-emotional aspects through a variety of services and professional development opportunities by the local leaders and mentors of the program.

Positive Culture and Climate

Inquiries have related job satisfaction and coping with stress. Lazuras (2006) used a sample of 34 special education teachers and 36 general education teachers from schools for children with severe learning disabilities. I then developed four measures of occupational stress related to interpersonal conflict at work, organizational and administrative constraints, quantitative workload, and physical health outcomes. The fifth scale was a replication of Van Katwyk's 'Job-related Affective Well-Being' scale (Darling-Hammond, 2005), which measured how frequently employees experience particular emotions at work. Lazuras (2006) sought to answer: (a) what are the levels of occupational stress and negative affectivity among special education teachers in Greece, as measured along the dimensions of interpersonal conflict, organizational constraints and workload? (b) do these levels differ substantially from those of teachers in general education? and (c) what is the relationship between job stress, work-related negative affectivity and health outcomes in special education teachers in Greece? Lazuras found that stress is

likely to influence job satisfaction negatively and special education teachers gave lower scores in negatively affected workload than general educators.

Sizer (1999) took 10 minutes each week per student to have individual time to comment on individual work and to read with students individually. This worked out to an hour a week for every six students. With 50 students, the workload amounted to a little more than 8 hours a week. Student “personalization,” or personal time with each student, was found unpredictable for the typical high school teacher. Dibara (2007) interviewed 10 teachers at four different urban high schools regarding goals, responsibilities, and challenges related to burnout. Dibara reported that teacher’s frustrations were not recognized by administrators.

Williams and Gersch (2004) found a link between mental and physical health and occupational stress to improve the working lives of teachers. Loeb, Darling-Hammond, and Luczak (2005) conducted a survey on eight dimensions of teaching conditions and on teachers’ optimism about the future of the school. Other similar research findings showed when a critical number of teachers takes on negative dispositions, collective negative teacher morale emerges (Margolis & Nagel, 2006). Teachers became irrational when morale lessened. An irrational thought does not match the facts of a given situation (Maag, 2008). Most teachers are aware of the need to engage in direct coping strategies, such as improving class management skills to help with the monotonous workday. Classroom management is a critical component of effective teaching, defined as an “arranging of the environment for learning and maintaining and developing student-appropriate behavior and engagement in the content” (Garrahy, Kulinna, & Cothran, 2005, para 2). The need

for indirect coping strategies, such as participating in sports activities outside school hours, are necessary as well (Williams & Gersch, 2004).

Maag (2008) found a correlation of student misbehavior as a major factor to teacher burnout. Stress increases as teacher physical and mental exhaustion increases, negatively impacting job performance (Margolis & Nagel, 2006). The more frustrated teachers get with student conduct, the less capable they are of responding in a beneficial, productive fashion to students' challenging behaviors (Maag). Once teachers overreact emotionally, they are more likely to respond ineffectively and even make the situation worse (Maag). Teachers who are burned out consistently note the absence of attention to their personal needs and circumstances (Margolis & Nagel, 2006). Teachers who can control their emotions effectively respond to students' challenging behaviors (Maag). Friend, et al (2014) found that the participant belief in a program, the school administrative support, and the effectiveness of training and research all impacted the climate of an intervention program to positively change culture.

Change and Flexibility

Physical exhaustion increases when teachers perceive a change. Coping strategies help curve teacher burnout even through change (Margolis & Nagel, 2006). As schools adapt to the legitimate changes and diverse population of students, teachers must be willing to do the same (Sizer, 1999). School leaders must understand the frustration and stress teachers encounter through change. Relationships are strengthened when teachers know their school leadership has their long-term personal best interests in mind (Margolis & Nagel, 2006). Teachers appreciate having some degree of autonomy within their class-

room. When educators have curriculum independence, they have less stress (Pearson & Moomaw, 2005). School administrators should allow new teachers to contribute to the building of school curriculum and provide input to the changes (Scherer, 2003). Clear communication of the intervention program is necessary for the sustainability of the program's success. Friend, et al. (2014) found it necessary for those part of an intervention program to understand the most important components to achieve long-term success.

Teacher Preparation

Teacher preparation and certification determines the amount of stress encountered on the job. Darling Hammond (2005) conducted a study comparing a 4-year program, a 5-year program with a M.A. in education degree and a short-term alternative certification program. Graduates who entered teaching and those who remained after 3 years were the degrees of measurement. Darling Hammond (2005) concluded that a higher percentage of teachers who completed the 5-year program compared to the other two groups, concluding higher levels of satisfaction through preparation as well. Patton and Kritsonis (2006) explored the reasons for teacher turnover and found many teachers lack of support through problem solving during challenging times. Difficult times could include student discipline, parental conflicts, or multitasking. Margolis and Nagel (2006) inquired about school change and how teacher-administrator relations impact educational change efforts. Fifteen participants, including three administrators were interviewed. Questions included support materials and school climate. Findings concluded how teachers not only felt impacted by stress, but had no way to effectively relieve their stress. Relationships were the

most important mediator of stress found as well (Margolis & Nagel, 2006). Many ultimate decisions to leave the profession depend on the support principal (Richards, 2005).

Self-efficacy, judgment of my own abilities to succeed, and teacher burn out have strong correlations (Skaalvik, 2007). All could account for the fact that teachers need praise. Many educators do not believe in themselves due to the different factors causing stress (Skaalvik). Without the confidence of entering a classroom and belief in oneself to succeed, stress will open the door and gain another victim.

Many teachers who do not quit within their first year will have an average of five years before they perform at their maximum levels before leaving or experiencing burn-out (Haberman, 2006). Even teachers who start as a certified teacher opposed to an uncertified teacher who may have a liberal arts background encounter the same amount of stress within the first few years (Darling-Hammond, Holtzman, Gatlin, & Heilig, 2005). The introduction of new curriculum and workload is enough to stress a tenured teacher (Bindhu & Sudheeshkumar, 2006). Teacher leaders continue to want to know more about curriculum, especially when presenting the innovative initiatives centering to curriculum to other teachers in the building (Gordon et al., 2014). Teachers believe high attrition rate is a problem, though filling vacancies do not pose a problem. Schools are still selective about whom they hire (Loeb, Darling Hammond, & Luczak, 2005).

Principals can scrutinize teacher candidates if they are fair, honest, and trustworthy themselves (Richards, 2005). Other countries are extremely selective in the hiring process, as teaching is considered a graduate level profession (Darling Hammond, 2005). Teachers' wages must compete with other professions to be considered important outside

of its philanthropic nature. Standard-based reforms will require more intensive teacher preparation and professional development guided by related standards for teaching. Many do not complete the process. The result includes high turnover of untrained teachers, which creates continual hiring needs and instability (Loeb, Darling Hammond, & Luczak, 2005).

Project Genre and Application

The logic model reflects the intent, components, and desired outcomes of the Teach-R, used to guide the evaluation. The Teach-R program is a new innovation to the local district, therefore an evaluation is necessary for growth and improvement. Using Morra-Imas (2009) as a model, the Teach-R program may give further observation for promotion and will allow the school to give attention to market effective teacher stress relief. The evaluation may collect data from the Teach-R program teachers during the evaluation period to examine the Teach-R program's effectiveness. Each participant will be provided the evaluation form based on quality time, instructional focus, professional development, formative assessment, program evaluation, and personal evaluation. The responses may be analyzed and interpreted. The time of the Teach-R program will span over course of a year. During the school year of the program, mentors could make observation notes to examine teaching methodology and social-emotional aspects.

Project Description

I will initiate a meeting between the local school program coordinator and Instructional Leader/Principal to foster collaboration and ownership of the problem centering on administrative support and teacher burnout. I will make contributions to the Teach-R

program by teaching its components. Discussions could lead to future implementation of quarterly mandated professional learning opportunities for Teach-R program teachers as well as quarterly imbedded teacher perception surveys offered online to address current challenges and changes throughout the building.

Project Resources

To support burned out teachers, the Teach-R program will be offered weekly. The school district administrators would provide human and capital resources to run the Teach-R program. A committee could be formed to manage the Teach-R program. Regarding the Teach-R program, mentor teachers could be volunteers to assist and provide support to teachers who have experienced burn out. Guidance through classroom observations, collaborative unit, and lesson planning, The Teach-R program could be used to support teachers at the local school district.

Collaboration

The Teach-R program could be used to effectively eliminate negative stressful situations. Formation of a teacher-focused subcommittee of the Culture and Climate committee could provide additional support for teachers who become exhausted and burned out. The co-existence of the Culture and Climate committee and the Teach-R program could also include monthly discussion about teacher stress to develop positive ways to relieve stress. Handling high-stakes testing, rigorous curriculum and accountability through collaborative discussion within the Instructional Leadership Committee will positively impact teacher burnout. Once teachers are selected by the Instructional Leader-

ship Committee and Instructional Leader/Principal it is important to retain them in the building through engaging mentorship.

Potential Barriers

Effective Teach-R mentor-to-teacher interactions and relationships are at the core of a successful mentoring and induction program. Program leadership must work to ensure sufficient time is provided for mentors to meet with their Teach-R program teachers to engage in the continuous quality improvement of teaching and learning. After pre-planning occurs at the beginning of each school year, students become the focus of administration and teacher's problems and challenges are subsided. Though teachers are the key to success, the administrative support through an enactment of positive culture and climate for every teacher must exist to ensure student success. Time for administrators to build a relationship with each teacher in whom they are responsible becomes a challenge though is necessary to build a positive environment for all stakeholders. A potential barrier is time set aside for teachers and administrators to casually converse. The Culture and Climate committee could develop time for administrators and teachers to have casual conversation to build positive relationships.

Another potential barrier would be the lack of support of school or district administrators regarding the facilitation of workshops on the Teach-R program. Time may become a potential barrier; therefore the Teach-R program will need to fit into the timeline of existing district-wide intervention programs. Friend et al. (2014) found that finding the minimal amount of required time led to the success and sustainability of teacher intervention programs. Additional potential barriers could be that teachers may not participate in the

workshops or collaborate with other teachers in regards to how the Teach-R program should be implemented into the district. Funding for the group discussions, workshops, and guest speakers could also be a potential barrier.

The lack of teacher buy in will pose a barrier for the team of educators who plan to sustain the program (Friend, et al., 2014). Sustainability of the program will include adequate training and intervention resources as the program progresses and changes based on the future needs of teachers who benefit from mentored inspiration.

Project Timeline

Currently, the local school district has an extensive on boarding processing throughout the school system. The 4-day process includes all day seminars and breakout sessions led by the district's administration. New teachers are welcomed by the superintendent of the school system, members of the board of education and representatives of the Chamber of Commerce. Teachers learn about the school system's expectations for them including enhancement of student learning and the curriculum. Teachers understand the district support they have available to achieve successful teaching and learning. Thereafter, teachers are released to their local school for another two-day training session led by the principal who shares the vision, mission, and guiding principles of the local building. Administration and support staff are introduced to the new teachers so that teachers are further aware of the support they have. A new teacher mentorship program is designed at each local school to continue the on boarding process for each new teacher. Meetings are held twice a month so that teachers may share common challenges and suc-

cesses. A lead administrator collaborates with the new teachers to develop solutions to minimize new teacher stress.

Local Timeline

The school district has a 10-month school calendar, starting in August and ending in May. The Teach-R workshop sessions would be scheduled throughout the school year. The first session would take place prior to students returning to school, another in January and the last workshop in May after the school year has ended for students.

Teachers benefit most by participating in professional development that is targeted to meet their pedagogical needs as instructors. To promote their successful engagement in the school community, principals ensure that teachers part of the Teach-R program receive a structured orientation and often provide a school handbook with detailed explanations of school policy and procedures. Ongoing professional development is tailored to meet the needs of teachers within the Teach-R program. Provision is made to support late hire teachers to receive information provided at site and district professional development. Professional development for teachers, part of the Teach-R program, is aligned with the Georgia Professional Teaching Standards and the Georgia Teacher Effectiveness System.

Project Implementation Timeline

The first meeting for the implementation of the Teach-R program will occur prior to students and teachers returning to school in August. The meeting will take place with the administration, curriculum resource teachers, and department chairs to discuss the plan of action for the workshop. There will also be discussion about specific activities,

video segments, and handouts that will be distributed in the workshop. The first professional development workshop will take place in August at the beginning of the school year, prior to students returning. The second meeting will occur in January, to provide teachers with support of current implementation methods, allow teachers to share successes or concerns with the program. Then the last meeting will occur in May as a final evaluation of how the implementation of the Teach-R program progressed from the beginning to the end of the school year. This meeting will also serve a time for feedback for the upcoming school year.

Stakeholders

The Teach-R program forms the basis on which individual mentoring and induction programs are assessed. Teach-R mentor program leaders and community stakeholders partner to design a reliable infrastructure to support the collection, analysis and use of standards-based data to promote continuous high quality program improvement. All stakeholders work together to mediate challenges to program improvement and to advance positive impacts and successes of mentoring and induction programs. Teach-R teachers and administrators have the responsibility to communicate. Teachers should share their concerns in a professional manner or through the Teach-R e-forum to help arrive at a solution to any problem that exists. Administrators have the responsibility to listen to concerns and adjust their support based on concerns, not being afraid to make decisions when necessary.

Roles and Responsibilities of Principals and Teachers

The school principal will be responsible for giving permission for the professional development sessions for teachers in the Teach-R program. The principal will also be responsible for ensuring that teachers who have determined they are burned out should attend these important sessions. The Teach-R resource workshop sessions could be used as professional development sessions for teachers to cope with the extreme stress of the profession.

Evaluation Questions for the Teach-R Program

1. Standard 1: Teach-R Mentoring for Continuous Quality Improvement (CQI)
 - How are mentors engaging with Teach-R program teachers to provide support emotionally and professionally?
 - How are mentor teachers and Teach-R program teachers using e-forum to expand the conversation of teacher burnout?
2. Standard 2: Teach-R Professional Development
 - How are mentors able to provide continuous quality feedback regarding the performance standards?
 - How are mentors able to use Teach-R program as an opportunity to further develop their leadership and coaching skills by serving as mentors?
3. Standard 3: Formative and Summative Assessment of Teach-R Candidates and Program
 - How have the performance standards been used to support effective teaching and learning?

- How have mentors connect assessments to guide practice of Teach-R program teachers?
- How has the data been used to continuously improve the Teach-R program?
- How has the Teach-R program been used as an intervention to prevent teacher stress?
- How has the Teach-R program been used as a stress relief and a way to channel challenges and job-related frustrations without threat of administrative retaliation?

Evaluation of the Teach-R Program

Post the Teach-R program evaluation, a comprehensive report of the project and its effectiveness could be generated. The three standards of the evaluation form are Teach-R Mentoring for Continuous Quality Improvement, Teach-R Professional Development, and the Formative and Summative Assessment of Teach-R Candidates & Program. A comprehensive summary of the program includes each topic within the three standards: quality time spent, the instructional focus, professional development, formative assessment, program evaluation, and personal evaluation.

Based on the logic model, all stakeholders should fully support the program. Program recommendations are directed to each of the stakeholders as they relate to the professions involved. The Teach-R program teachers agree that if leaders will increase communication to stakeholders, stakeholders will fully support the vision and mission of the program. The use of the e-platform effectively provides convenience and flexibility as

Teach-R program teachers rated the program with a distinguished use of quality time.

Though the program provides an instructionally focused intervention to increase student achievement, further support of teacher burnout is needed. The form favors mentor teachers in support of the Teach-R program.

Standard 1: Teach-R Mentoring for Continuous Quality Improvement (CQI)				
Quality Time				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> Mentors work with Teach-R program teachers occasionally 	<ul style="list-style-type: none"> Mentors work with Teach-R program teachers during and outside of the school day, based upon schedule and mentor flexibility 	<ul style="list-style-type: none"> Mentors and Teach-R program teachers have sufficient time to engage in induction-related activities 	<ul style="list-style-type: none"> Mentors are provided protected time to engage with beginning teachers and support their professional growth Beginning teachers are released to work with mentors, and other support providers as appropriate 	
Instructional Focus				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> Mentors focus on logistical and operational issues, such as school practices and culture 	<ul style="list-style-type: none"> Based on classroom observations, mentors converse with teachers on issues of classroom management, lesson planning, delivery of instruction and student learning aligned with Georgia curriculum standards 	<ul style="list-style-type: none"> Mentors work with Teach-R program teachers across the full-range of teaching practices as defined by Georgia Professional Teaching Standards and identified by the Georgia Teacher Effectiveness System 	<ul style="list-style-type: none"> Mentors work with Teach-R program teachers on a strategic focus as determined by the Georgia Teacher Effectiveness System and other assessments of classroom practice and student learning 	
Standard 2: Teach-R Professional Development				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> Teachers receive a structured orientation to school policy, practices and procedures 	<ul style="list-style-type: none"> District-wide professional development is provided for teachers, often prior to the start of the teachers' school year Professional development is aligned with the Georgia Professional Teaching Standards, the Georgia Teacher Effectiveness System, and teachers' professional growth 	<ul style="list-style-type: none"> Teachers participate in a variety of professional development opportunities designed more specifically for teachers who require support, as aligned with the goals of the Teach-R program Participation in professional development may be open choice, suggested by the 	<ul style="list-style-type: none"> Teachers participate in a wide range of professional development offerings based upon their assessed developmental needs 	

Figure 3. Teach-R Program Evaluation Rubric

	plan <input type="checkbox"/> Professional development is based on the needs of the teacher within the program	mentor, or mandated by the principal as part of the support program		
Standard 3: Formative and Summative Assessment of Teach-R Candidates & Program				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Mentors utilize the Georgia Professional Teaching Standards with teachers within the program	... and <input type="checkbox"/> Mentors apply the language and expectations in the Georgia Professional Teaching Standards and the Georgia Teacher Effectiveness System in supporting their teachers' practice in who are in the Teach-R program <input type="checkbox"/> Mentors support their teachers in developing a professional development plan to support professional growth	... and <input type="checkbox"/> Mentors use a wide range of formative and summative assessment tools in their ongoing work with teachers <input type="checkbox"/> Mentors use formative and summative assessment information to guide mentoring practice in alignment with the Georgia Professional Teaching Standards and the Georgia Teacher Effectiveness System	... and <input type="checkbox"/> Mentors integrate formative assessment into their interactions with teachers and knowledge upon the tools and their use <input type="checkbox"/> Mentors help teachers make connections between the use of formative assessment to inform and improve classroom practice and student learning	
Program Evaluation				
<input type="checkbox"/> Teachers and mentors give constructive feedback on the induction program	... and <input type="checkbox"/> Teach-R program leaders collect and use data on teacher practice and program implementation over time for use in program improvement <input type="checkbox"/> Data collection should include, but not be limited to, retention, job satisfaction survey, teacher perception survey and student perception survey	... and <input type="checkbox"/> Program leaders engage with others to collect and analyze a range of data on Teach-R program implementation to guide program improvement <input type="checkbox"/> Results and next steps are shared within and outside of the program	... and <input type="checkbox"/> Program leaders ensure that all stakeholders are aware of program successes, impacts, and challenges <input type="checkbox"/> Data are used to guide ongoing program implementation and quality continuous improvement	
Comments: Recommendations: Additional Resources Needed:				

(Continued: Teach-R Program Evaluation Rubric)

Project Implications

Impact on Local Community

Administration and school leaders must examine the multiple ways of communication to address burnout as it relates to the culture and climate of the school. The climate of the school understands teacher morale and spirit. Data can be collected to see how many teachers go to football games, chaperone prom, and attend the graduation ceremony to track progress of the school's climate. School culture can be tracked through communication. Common threads among the teachers interviewed were visibility and communication. The Principal should make a point to converse with every adult in the building over the course of the school year, with the creation a checklist or chart in doing so.

Coping Strategies

The culture and climate committee of the school could create a subcommittee that focusses on stress relief and ways to cope with teacher burnout. Minimizing stress as much as possible will be an important task for the subcommittee. Managing time by building a sufficient school calendar, to do list of tasks, and graphic organizer of teaching lesson plans would all help the organization of the teacher to alleviate unproductive stress. The study finds colleague to colleague conversation to be healthy with coping with stress. Speaking to a party that is objective about the situation and who would not immediately create biases is a healthy way to cope with teacher stress. Staying positive and solution oriented will help guide the conversation forward rather than colleague to colleague conversation only becoming a venting session. The culture and climate committee could create a black board of writing stress messages to express similar frustrations asso-

ciated with education, leaving the stress on the black boards to represent the past. The culture and climate will help facilitate successes in every meeting throughout the building after norms are presented to understand the importance of positive morale and celebrating achievements. The culture and climate will play games at the beginning of the school year as an activity to get teachers involved. Teachers will match their talents with the clubs and athletic teams through the building to get more teachers involved.

Analysis of teacher concerns help with the context of coping strategies to counter-act teacher burnout. Work-related coping strategies help with paperwork, classroom management, student behavior, and dynamics that fall in the teacher's control, administrative concerns act as feedback for leadership development. When 80% of teachers feel underappreciated in the efforts given at work, an analysis of leadership must take place.

Social Impact within the Context of Education

Analysis of teacher concerns help with the context of coping strategies to counter-act teacher burnout. Though work-related coping strategies help with paperwork, classroom management, student behavior, and dynamics that fall in the teacher's control, administrative concerns act as feedback for leadership development. Teachers feel that they have a need for collaboration with one another. Administrators should clearly support this initiative for professionals to work with one another. Relationship building with their administrators is also needed so that intimidation does not occur and feedback is not sought as negative. Effective communication of school policies and administrative duties and responsibilities fall within the logistics of the school's operation. Constant feedback and data analysis through a sub-committee of a Principal's Advisory Council or Culture

and Climate Committee could be used as a liaison for administration and teachers to ensure effective development of communication. Allowing a forum to express concerns will strengthen the relationships of the staff, in turn strengthening the relationships of the students and community. In the next section, I will present my reflections and conclusions.

Section 4: Reflections and Conclusions

Introduction

Both the study and the project revealed three main issues for administrators to focus on when supporting teachers with stress and burnout: empathy, relationship building, and effective communication. The project study sought to further clarify the understanding of stress and frustration by researching and observing teachers who have identified themselves as being burned out. Research supported the belief that administrative support is extremely important to teachers.

Further study may include teacher attendance and teacher retention as it relates to burnout. Teachers who also take frequent breaks or leaves of absences as it relates to student achievement would expand the current study.

The findings will benefit several groups, including district administration, local school faculty and staff, parents, students, and community members who are concerned with effective teaching and learning. The findings of this study shed light on the understanding of stress and frustration through research and observation of experienced and novice teachers at the research site.

A standard of excellence and competition defined achievement motivation (McClelland, Atkinson, Clark, & Lowell, 1953). With teacher burnout, not only one dynamic occurs in most cases, though a combination of several factors lead to high attrition rates. The Maslach burnout inventory, created by Christina Maslach and Susan E. Jackson, included three constructs of emotional exhaustion, depersonalization, and diminished

personal accomplishment, used to measure an individual's level of burnout (Maslach & Jackson, 1981). Emotional exhaustion can overwhelm the rest and become the core of teacher burnout.

Project Strengths

Teachers who are burned out, yet remained in the profession, became the focus of this project. New teachers get overwhelmed soon after they begin because the culmination of change, flexibility, and balance becomes extremely tremendous to handle. Experienced teachers encounter this same problem when administrative support becomes a concern.

Change was also another factor affecting teacher burnout and stress. Teachers must feel they have a role and responsibility in the change and voice in the changes, lasting relationships and trust are built. The teachers interviewed all encountered amounts of change and flexibility. For all, change happened constantly. The stresses of the profession constantly changed on all levels from state initiated curriculum to classroom instruction. Through needed change, identification of teachers' resistance is important for administration.

The current research supported the belief that administrative support is extremely important to teachers. When a teacher knows that the administration cares about their efforts as educator, they are able to effectively instruct and concentrate on important aspects of the school day which include teaching and learning. Further study could correlate the pedagogical understanding of the teachers in relation to their department chairperson opposed to their department administrator. Department administrators are not as

empathetic when teachers do not deliver lesson plans, develop their instructional plan and calendar or use the latest instructional strategies learned during professional learning opportunities given throughout the school year.

Project Limitations

The project was limited to one specific school district, and one low-income school. Comparison of a school district in a region beyond a school in Southeastern region of the United States may expand the central reasons for teacher burnout. The total population sample may have been too small to fully represent the suburban community. The problem may be addressed differently by interviewing administrators regarding teachers who burnout and their responses to the assertions of administrative negligence. Alternatively, an interview may be used as a controlled group along with a second treatment group to compare results of those who consider themselves as the burned out educator.

Interpretation

For the purpose of this study, Grades 9-12 classroom teachers' responses to burnout helped me examine teachers' view as a supplementary tool to help administrators. I used Bandura's (1986) social cognitive theory, which describes learning as taking place in the context of an interrelationship between the person, behavioral factors and the environment, including society. I used the social cognitive theory to examine the experiences of four participants because teachers of the behavior that is learned from the environment through the process of observational learning. Bandura argued that through repetitive interactive practice one could arrive at a mastery level in learning that may improve one's

sense of self-efficacy and thus propel one to learn more. The problem examined in this study was not only if the teachers interviewed held particular views regarding burnout, but also strategies for administrators and burned out teachers to help them cope with the teaching environment and become high performing teachers.

Bounded by Evidence

During the first interviews, I interviewed four participants at the research after I received IRB approval. During each interview, I audio taped all interviews responses. After each interview, I transcribed the interview data. I examined the quality of the findings with each participant. The data analysis revealed three themes that represented the feelings and attitudes of the participants. I examined the experiences of classroom teachers who experienced teacher burnout. Patterns were common among all participants' responses. These findings are useful for classroom teachers and school administrators to identify professional learning opportunities for teachers who experience teacher burnout. The aforementioned findings demonstrate the importance of using research-based pedagogical practices at the research site.

The review of the literature demonstrated a gap in research on the perceptions of teacher burnout in Grade 9-12. I did not know what outcomes I would find. This study served multiple purposes. It provided teachers way to channel their concerns with their current working environment. It opened my eyes to the extent that teacher burnout has impacted educators' teaching and student learning. I was unaware how much administration impacted teachers. I was amazed that teachers were not as impacted by little parental involvement as they were with administrative involvement. It became apparent that all

stakeholders need to work together to provide a positive working environment for teachers in which all students can learn. I was surprised to see little communication throughout the building about teacher stress and burnout. The interviews allowed personal connections that provided more of a response than I would if I were to conduct a survey. I feel that this study would be best followed by a research comparison of administrative perceptions of teacher burnout. Administrators and teachers must diligently work together to battle teacher burnout and protect teachers from the stress that quickly causes events that prolong the process of effective teaching.

Recommendations for Alternative Approaches

The findings may be helpful to teachers and administrators regarding instructional strategies with teacher burnout. Classroom teachers could benefit by having an awareness of the strategies Grade 9-12 teachers regarding teacher burnout. The study of teachers in Grades 9-12 who were willing to share their experiences with burnout adds to the literature centering on teacher burnout, though research can still be expounded about the experiences of teacher burnout in Grades 9-12 teachers and their perceptions of school administration as it relates to student achievement.

The current study impacted teachers who have taught at least three years. A comparative study could include new teachers who have taught for the first time and their perceptions of burnout with the challenges they have faced. A second interview could be conducted with their teacher mentor to compare the perceptions of teacher burnout. A compare and contrast of administrator's perceptions of teacher burnout may be taken into account as well.

Replication of the study may compare a high-income school and/or a private institution. Comparison of a school district in a region beyond a school in Southeastern region of the United States may expand the central reasons for teacher burnout. In addition, further researchers may use a setting beyond suburban as a basis of study to include teachers and administrators who provide services in urban or rural areas. The problem may be addressed differently by interviewing administrators regarding teachers who burnout and their responses to the assertions of administrative negligence. Alternatively, an interview may be used as a controlled group along with a second treatment group to compare results of those who consider themselves as the burned out educator.

Further recommendation may include a study of administrative data talks regarding the curriculum and administrative conversation about professional collaboration. During the initial planning phase of each school year, conversation exists regarding the expectations for the school year, though the conversation diminishes, which impacts the continuity throughout the building. The implementation of expectations and communication throughout the school year as it relates to teacher stress and burnout may be a topic of further discussion.

I recommend district administrators offer further professional development for classroom teachers to integrate knowledge of the effects of teacher burnout. Addressing the issue first hand would raise awareness of the challenge and allow open conversation about the impacts of educators. Teachers and administrators would be able to see who all is impacted by teacher burnout. I also recommend to school and district administrators to develop further support of this growing challenge. The new teacher orientation could in-

clude a poll to determine the growth of the program and its successes as it relates to teacher stress and burnout. Another recommendation for action would be to expand the opportunity for more collaboration throughout the school. Though the school agrees collaboration is important to achieve a positive learning environment, the implementation and conversation about the implementation ceases to fully exist. Next, I discuss recommendations for further study.

The literature centering on teacher burnout has expanded in the last five years. The replication of this topic cannot be exhausted, as this stays on the forefront of concern among teachers. Conditions that impact teacher stress and burnout have been explored to determine its effects. Factors from gender, grade level, school size, school financial condition, and age factors are among comparisons (Wright & Ballester, 2012). The current study contributes to the growing concern in the teaching field.

Further Recommendations

The Culture and Climate committee comprises the most involved administrators and teachers; who have invested interest in the community. Viable candidates for the Culture and Climate committee could include the cheerleader coach, past Teacher of the Year, Senior Sponsor, Band director, and ninth grade administrator. Other administrators and teachers could exist as members of the committee as well depending on the building, though the above list is used solely as an example of administrators and teachers to serve. The ideas to raise teacher morale and teacher spirit in the building stems from this group of professionals. In addition, subcommittees could exist to further support effective communication regarding supportive efforts to curve burnout. One subcommittee could

be student driven. The subcommittee would support the school through student recognitions programs, character development programs and development of an on-board process to orientate students to the school. A second subcommittee could center on the staff. A school-wide online newspaper publication, the creation of a school App, and an online BlackBoard classroom content management program are all ways to disseminate information to the entire faculty that could help diminish the notion of the building communication gaps, which impacts teacher stress and burnout. The development on an on boarding process and teacher orientation is important for the diminished teacher who does not feel supported by administration. Staff recognition, similar to student recognition, builds morale and allows the building to see the accomplishments of their colleagues.

Scholarship, Project Development, Leadership, and Change

Scholarship

The literature centering on teacher burnout has expanded in the last five years. The replication of this topic cannot be exhausted, as this stays on the forefront of concern among teachers. Conditions that impact teacher stress and burnout have been explored to determine its effects. Factors from gender, grade level, school size, school financial condition, and age factors are among comparisons (Wright & Ballester, 2012). The current study contributes to the growing concern in our field.

Administration and school leaders must examine the multiple ways of communication to address burnout as it relates to the culture and climate of the school. The climate of the school understands teacher morale and spirit. Data could be collected to see how many teachers go to football games, chaperone prom, and attend the graduation ceremony

to track progress of the school's climate. School culture can be tracked through communication. Common threads among the teachers interviewed were visibility and communication.

The Principal should make a point to converse with every adult in the building over the course of the school year, with the creation a checklist or chart in doing so. A staff member should meet with the principal to develop the time necessary to impact each educator. Leaders within the building would divide management responsibilities so that the principal could have time to effectively become the instructional leader of support throughout the building. Teachers want to know that their principal cares about their needs to impact student achievement. The principal can improve teacher practice and student learning through the establishment of relationships throughout the building. Being visible and being an effective communicator as the principal of the school directly impacts the culture and climate of the building.

Project Development

Teachers feel part of the decision-making process when they are asked questions about the operation of the school. Professional developments and school reform initiatives must be implemented to retain teachers we have in the system. After completing the project, a discussion group initiated by a Principal's Advisory Council will meet to foster collaboration and ownership of the problem centering on administrative support and teacher burnout. The Principal's Advisory Council consists of a new teacher, a department chairperson, a counselor, a school psychologist, a support staff member, an assistant principal and the area superintendent. The Principal's Advisory Council will meet twice a

month to establish the strengths and weaknesses regarding administrative support.

Through the council, the development of opportunities will establish a positive learning environment that will impact the effective change and support of teacher stress and burn-out.

The administrative staff must know that they are a key component in the development of a positive culture and climate of the school. Professional learning opportunities offered quarterly throughout the year as well as teacher perception surveys offered online quarterly will be given to address the problem and identify the peak times of year in relation to teacher burnout including the testing season, beginning of the year and end of the year.

Leadership and Change

An effective leader will not only articulate a clear vision, though will create a situation for that vision to come to fruition (Quick & Normore, 2004). For this to happen, the staff must all have a strong sense of belonging that identifies who you are as a member of the community (Quick & Normore, 2004). The articulated vision of the school leader will be more effective when this sense of ownership is first embraced by the stakeholders within the community. Relationship building serves a necessary change for an effective community based on the current research.

My vision to address the problem to increase the awareness of teacher burnout, reducing the amount of early retirees, the amount of serious teacher illnesses, and increase the enthusiasm and vitality of educators, which will ultimately increase student success (Lee, 2010), was successful. Most teachers face stress two to four times a day

(Rosales, 2011). Though it is normal to stress, this will lead to burnout if the stress becomes a negative part of working. The interview questions allowed teachers to analyze their daily behavior and self-initiated strategies to counteract burnout. Teachers and administrators will be able to explore options to curve burnout through more frequent dialogue about the problem. Participant interviews helped further explore the potential of teacher burn out in the district and its effects on student achievement.

As project developer, the data became the central theme of analysis. Interviews provided life experiences addressing the problem. For future study, formats including observations, online documents, and audiovisual materials are all possible to expand the study. Creswell suggests the open-ended interview along with an audio recording where interviewees would have the opportunity to voice their experiences. Though technology was useful, I found it useful to backup notes using a handy pen and paper.

Reflection on the Importance of the Work

Through the project study, I have further deepened my understanding of students and teachers within my local community. The effective communication of administration must successfully impact the way teachers instruct, ultimately increasing student success. All stakeholders from local school instructional leaders to legislators and parents must be aware of the impact of teacher burnout and cultures that exist that impact student achievement. Through research-based studies and professional learning opportunities more of our 21st century educators will be equipped with tools necessary to counteract teacher stress and burnout.

This year's school theme was "The American Dream," which sounded like a nice theme and a great catch phrase to hook our faculty and staff in August, though the project study of teacher burnout amplified the reality of effective teachers who are supported by a strong administrative staff to create a reality for our students' dreams. The interviewed teachers for this project were insightful to the needs and academic essentials for school support. The interviews showed the importance of administrative support, which may impact future decision-making of the school. As school leaders it is vital that we ensure a positive culture and climate and that we learn about our teachers that will ultimately support our students as they reach this dream.

I conducted this study as a novice researcher. I applied knowledge of research design to conduct this qualitative case study at the research site (Kiriakidis, 2008). I interviewed four (4) participants and enjoyed interacting with each participant during the interview. I enjoyed organizing and analyzing the data. I truly learned how to search for emergent themes. The themes helped me understand the interview responses. I hope that school administrators will support math teachers with professional development on teacher burnout.

The data became the central theme of analysis. Interviews provided life experiences addressing the problem. For future study, formats including observations, online documents, and audiovisual materials are all possible to expand the study. Creswell suggests the open-ended interview along with an audio recording where interviewees would have the opportunity to voice their experiences. Though technology was useful, I found it useful to backup notes using a handy pen and paper.

Implications, Applications, and Directions for Future Research

The implementation of school-wide professional development sessions to curve teacher burnout is a crucial step. Teacher orientation sessions are crucial to teacher success. Staff development sessions and staff meetings use of time rather than teacher planning periods could curve burn out as well. At my current location, mandatory training sessions take up time during planning periods, accruing more stressful situations. Teacher and administration dialogue about concerns on a regular basis will curve the retention rate of educators using a Principal Advisory Council sub-committee. Since principals are the key to less stress in a school environment, (Black, 2004) initiating the training session must come from the head.

Administrators must conclude that though accountability measures exist through assessment data and performance indexes, teaching and learning is still a human experience. Often, teachers share concerns about the human faults of this service profession by forgetting lesson plans or omitting the essential question for the day, though the consequences become severe. Teachers want to be treated as humans that care about their customers; the children in which they impact on a daily basis. When administrative support contradicts this effort, teachers become stressed and feel that administrators do not care. The passion of teaching becomes quickly deflated when human nature and understanding through effective relationships is lost. Teachers must feel inspired to grow as strong educators. Though autonomy of the instructional calendar may be limited due to team teaching and common assessments throughout the school year, autonomy of the classroom through delivery of daily instruction must exist. When relationships are built through the

inspired development of effective instructional practices, teachers are receptive to administrative feedback. Though when inspiration is lost from administrators to teachers, effective teaching practices are lost as well. The delivery of continuous quality improvement from administration must begin as human relationships between teacher and administrator.

Teachers and administrators must share common language. Teachers become overwhelmed when they do not know, though not are willing to admit. Teachers are built to be the pedagogical and instructional experts of their subject area. Four to six years of study in most cases were completed at university to learn the in-depth practices of their subject area. When challenged in either area of pedagogy or instructional practices, teachers may take offense. Therefore, administrators must effectively communicate through respect, appreciation, and encouragement to change teaching methods that impact student achievement. Encouraging words through collaborative efforts of teachers and administrators work to impact teacher support and experiences of stress and burnout.

The study findings revealed three themes that represented the experiences of Grades 9-12 teachers. Patterns were common among the four (4) participants' responses regarding their experiences with burnout. The first theme was that all four (4) teachers had experiences regarding stress and burnout related to little parental support and low student achievement in Grades 9-12 classrooms. Parental support of the instruction helps with the sustainability of high achieving students. The stresses of the profession constantly changed on all levels from state initiated curriculum to classroom instruction. The second theme was that each participant had experienced constant change in the process of

the building as well as administrative personnel throughout the building. The teachers interviewed all encountered amounts of change and flexibility. Though change exist in all schools throughout the country each year, the implementation of effective change and communicated change impacts the levels of stress and burnout in teachers. Change can be frustrating when not effectively communicated by administration and school leadership. The third theme was that all participants placed administrative support as the number one reason contributing to teacher burnout. Through needed change, identification of teachers' resistance is important for administration. Support for teachers who have been identified as being burned out is critical in fight against teacher stress and burnout.

I used a qualitative case study to conduct this research. A quantitative study could be conducted in order to examine the effect of teacher burnout on student achievement. A mixed-methods research design could be conducted in order to examine the effect of student achievement and to interview administrators, teachers, and students. Recommendations for further research include studying a larger sample of Grade 9-12 teachers from multiple schools or school districts. A larger sample could include district administrators, local administrators, teachers, parents or guardians, and students for greater consistency and additional findings. Researchers could examine the impact of school policies on teacher burnout and the impact of professional development on teacher burnout and student achievement.

Recommendations for future research also include the comparison of private schools, charter schools, urban schools, rural schools, home schools, alternative schools, themed schools and Montessori schools as they compare with the teacher burnout of sub-

urban schools. Findings will be shared with the local education publications, district publications, the state level educational publications to increase the awareness of teacher burnout. Next, I discuss my study conclusion.

Conclusion

At the research site, no research had been conducted to examine the experiences of Grades 9-12 classroom teachers who have experienced burnout. Data were collected through interviews that were audio taped and analyzed using line-by-line analysis for emergent themes. All participants reported positive and negative encounters of teacher burnout (Theme #1). All participants encountered change and flexibility (Theme #2). All participants agreed that collaboration by teachers is important (Theme #3).

The main three identified constructs for administrators to remember when supporting teachers with stress and burnout; empathy, relationship building, and effective communication, will become vital in the development of a successful leader. The understanding of stress and frustration by researching and observing teachers who have identified themselves as being *burned out* has impacted the knowledge of teachers. Administrative support is vital to teacher success. The findings are useful for high school teachers and administrators to identify strategies for countering teacher burnout. Professional development is needed for Grades 9-12 teachers on the understanding teacher burnout.

The implementation of school-wide professional development sessions to curve teacher burnout is a crucial step. Teacher orientation sessions are crucial to teacher success. Staff development sessions and staff meetings use of time rather than teacher planning periods could curve burn out as well. Teacher and administration dialogue about

concerns on a regular basis will curve the retention rate of educators using a Principal Advisory Council sub-committee. Since principals are the key to less stress in a school environment, (Black, 2004) initiating the training session must come from the head.

Stress adds to teachers not believing in themselves (Skaalvik, 2007). Teacher confidence in their own pedagogy and teaching strategies are lost when they do not feel appreciated (Gunduz, 2012). The support of administration was split between sometimes and rarely. Administrators must communicate effective teambuilding and community development strategies with one another to exhibit the need for consistency.

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Appendix A: The Project

Introduction

A case study design was selected to understand the experiences of Grades 9-12 classroom teachers who have experienced burnout. Interviews were conducted with four Grades 9-12 classroom teachers who had experienced burnout in the 2013-2014 school year. The focus of the interviews was on the perception of teacher's administrative support as it relates to teacher burnout.

Research Question

The research question that guided this study was:

RQ1: What are the experiences of high school classroom teachers who have experienced burnout in the school environment?

Table 1

Participants, Years of Teaching Experience, and Content Type

Participant	Years of Experience	Teaching
Teacher 1	6	Core
Teacher 2	3	Elective
Teacher 3	21	Elective
Teacher 4	8	Elective

Data Collection

Data were collected by conducting semi-structured interviews. Each one-on-one face-to-face interview with the participating teachers was approximately 45 minutes. Before each interview, the confidentiality agreement was read to each participant. Participants were reminded that their input was voluntary and that they may withdraw at any time (Janesick, 2004). Interviews were conducted at the library of the school in a private room with permission from the administrators responsible for research and the school principal. The interview protocol (Appendix B) for the participants was used to answer the interview questions that were open-ended questions. Each interview was audio taped for accuracy (Baxter & Jack, 2008).

Instrument Description

Permission was granted from the principal in person at the research site for me to attend a staff meeting and invite Grades 9-12 classroom teachers to participate in the study who were state certified classroom teachers and who had been teaching Grades 9-12 for at least 3 years, and who had reported to their administrator being burned out. Copies of the invitation letter (Appendix D) were left. Those teachers who agreed to participate in the study contacted me via e-mail and phone call. I asked each teacher to meet with me one-on-one in a private meeting room within the library setting at the research site for me to give the informed consent form (Appendix D) and to get familiar with the study, their time commitment, and possible risks. The signed consent forms were collected and appointments were made with each participant at a date/time at their convenience. The procedure was repeated until a sample of four teachers was collected. All of

the participants signed the consent form to participate in the study. In the consent form, the information on the nature of the study was included, along with an explanation of participants' rights, and the researcher's contact information (Appendix D).

In the interviews, teachers were asked open-ended questions from the interview protocol (Appendix C) for about 45 minutes. Data were collected from the face-to-face interviews that took place in a comfortable setting of the library. Each interview was recorded using a digital recording device with the oral permission of each participant. All audio taped interviews were conducted in accordance with the agreed upon time and location between researcher and each participant. I assigned each participant a unique numeric label between one and four since the sample was four participants. For example, the first participant was assigned the label Teacher 1.

During the interviews, all participants were informed that they would be asked to review their transcribed interviews and the findings of the study during a second interview with me for member checking. Appointments were made with each participant after the first interviews to meet with me again at a date/time at their convenience. Each interview was recorded using a digital recording device with the permission of each participant. All interviews were conducted in accordance with the agreed upon time and location between each participant and me. Thoughts and observations were recorded in a researcher's journal for the researcher to be engaged in ongoing and continual reflections of the data. Throughout the data collection process, notes were taken and maintained in a researcher's journal to help the process of information, which gathered and actively controlled any possible biases.

Application of Data Sources

Data were collected from four high school teachers who met the selection criteria and agreed to participate in the study. Semi-structured face-to-face interviews were conducted with each teacher. Each interview was transcribed and then transcripts were coded by applying descriptors to commonly used phrases by the participants' responses. Once data were coded, the researcher combed through the data to identify themes and/or patterns that emerged.

Methods Used to Gather and Store Data

Upon receiving approval from the principal at the research site and the Walden University IRB, the data collection process began. All classroom teachers meeting the selection criteria were invited to participate in the study and received a copy of the informed consent form. Those teachers who agreed to participate in the study contacted me via e-mail or phone call. The four teachers were asked to meet one-on-one with the researcher in a private meeting room within the library setting at the research site for me to give the informed consent form to acquaint themselves with the study, their time commitment, and possible risks. Interviews were conducted in the private room within the library with the four classroom teachers who agreed to participate in the study. All interviews were conducted in a conference room at the school using the interview protocol. Each semi structured interview lasted approximately 45 minutes and was audio taped. Each interview was recorded using a digital recording device with the permission of each

participant. All interviews were conducted in accordance with the agreed upon time and location between each participant and me. I recorded thoughts and observations in a researcher's journal to be engaged in ongoing and continual reflection of the data.

Throughout the data collection process, notes were taken and maintained in a researcher's journal to help gather the information and actively control any possible biases.

Ethical Protection of Participants

Potential participants were emailed to invite them to participate in the study and to provide the informed consent. In the email, each participant was provided a copy of the consent form and invitation letter. The participants were asked to choose a time most conducive to their schedule after-school and away from instructional time. The participants were invited to meet the researcher at the library in a private room for one-on-one semi structured face-to-face interview at a date and time convenient to each participant. The names of the participants were not revealed in the findings. All documents are kept in a locked file cabinet that can only be accessed with lock and key at the home office of the researcher. The electronic interview transcripts are stored on the researcher's personal computer, which is password protected. Data will be kept for at least 5 years.

Role of the Researcher & Subjectivity

I am a school administrator in a public school district, though not an employee of the school district at the research site. The motivation for conducting this study stemmed from my concern over the lack of research regarding burned out teachers. I was responsible for contacting the district IRB director at the district and the school administrator at the research study. I also prepared the interview questions (Table 2) and conducted the

face-to-face interviews, and established a rapport with the participants to gain their trust. In order to accomplish the researcher-participant relationship, participants were informed of their rights to participate in this study. Participants did not receive compensation and were able to withdraw from the study if they wished to do so.

Table 2

Prepared Interview Questionnaire

Interview Questions

1. How have you been able to positively and negatively encounter teacher stress?
 2. What routine, if any, do you have to counteract teacher burnout?
 3. When have you have to encounter change or flexibility as a teacher?
 4. What is your experience with teacher burnout?
 5. What has been the impact of your school/district with teacher burnout?
 6. When is teacher stress or burnout ever discussed in the workplace?
 7. How are initiatives to counteract stress brought forth through colleague conversation?
 8. What reasons cause burnout in teachers?
 9. How would you rank causes of teacher stress: administration, colleagues, parents, students, family, and finances? (hand conversational partner a small pad to collect thoughts for a second)
 10. What advice would you give administrators regarding teacher burnout?
-

Data Analysis

Nature of Analysis

A thematic analysis was used to identify themes based on the participants' responses. I used Saldaña's (2011) method of coding data for analysis to help voice common phrases by the participants during their interviews clustered together by description. I then identified descriptors that were categorized and tabulated to determine the highest frequencies of each. Saldaña's (2011) method helped determine primary or secondary sources, cross-referenced with the respondents' transcripts to identify themes threaded in the data.

Rationale of Coding

The data process was used to review, code, and analyze data to create categories and themes (Yin, 2014). Rather than eliminating stress through intervention, many teachers continued to teach under the many pressures of education. Much stress encountered from teachers derived from isolation periods, challenges, expectations, and lack of administrative support (Scherer, 2003). Therefore, one category was designed to identify how teachers how encounter stress, the physical settings in which they were encountered, as well as specific reasons for teacher burnout. Black (2004) found that principals were the key to less stress in a school environment. I confirmed this finding by mentioning the positive and negative aspects with administrative support.

Analysis & Transcription

The audio taped interviews were transcribed within a week of the completion of each interview. Each interview transcript was coded to find recurring categories, themes, and patterns (Yin, 2014). For coding (Table 3), abbreviations such as TE (teacher encounter with stress) were included to represent experiences with burnout.

Table 3

Pre-determined Codes & Descriptions

Codes	Descriptions
PS	Physical setting of encountered stress
teach.wrk	teacher at work
teach.hme	teacher at home
teach.comm.	teacher in the community
teach.alone	teacher alone
TE	Teacher encounter with stress
pos.nctr.	positive encounter
neg.nctr.	negative encounter
neu.nctr.	neutral encounter
AR	Administrative response to teacher stress

pos.admin.	positive administrative response
neg.admin.	negative administrative response
neu.admin.	neutral administrative response
TSA	Teacher self-awareness of stress
teach.awr.	teacher aware of encountered stress
teach.unawr.	teacher unaware of encountered stress
teach.unkn.	teacher unknown why stress encountered
RTB	reason for teacher burnout

Open coding to analyze the interview data was used (Baxter & Jack, 2008; Jansick, 2004; Yin, 2014). Themes emerged by grouping the codes I assigned to words, phrases, sentences, or paragraphs found in the interview data (i.e., axial coding). The responses were grouped in a hierarchical manner (i.e., hierarchical coding). Data were analyzed using pattern matching by comparing patterns from the interview transcripts and the definitions of this case study using the literature review (Yin, 2014).

A log was kept to document all communications with the participants (Janesick, 2004). I used a reflective journal to save the field notes throughout each semi structured interview (Baxter & Jack, 2008). Thus, the log and reflective journal to catalog the collected data was used. To interpret the results of the document analysis, data were analyzed by com-

paring patterns from the collected documents and the definitions of this case study using the literature review (Yin, 2014).

The goal was to consider the overall meaning of these documents (Baxter & Jack, 2008). The materials were coded into chunks related to the research questions (Janesick, 2004). Using the coding process, a description of teachers who experienced burnout was generated (Yin). The coding process was used to describe the themes presented in the project.

The collected data from the interview transcripts, reflective journal, and research log were saved on a jump drive and hard drive at my home that was secured with password protection. I used open coding to analyze the interview transcripts line-by-line coding. Distinct concepts and categories in the interview data were sought by breaking down the data into concepts and categories (i.e., axial coding). Qualitative analysis coding was used to identify potential categories, themes, and patterns.

Credibility and Validation

A week after each interview, each participant was invited to meet for member checking at a date and time convenient to them at the library of the school in a private room. During member checking, participants were asked to review their interviews transcripts with me. During the interviews and member checking, a reflective journal was used to record notes, thoughts, and observations to control possible researcher bias. A log was kept with the dates and times and names of the participants for the interviews and member checking.

Each participant's transcript was coded then reviewed to see what patterns emerged from their responses; the patterns were then categorized whereby themes were then identified (Baxter & Jack, 2008; Janesick, 2004; Yin, 2014). Discrepant cases were considered and presented in the findings (Stake, 1995). Member checking was used to determine the accuracy of the findings and to contribute to the credibility of the findings (Stake). The interview transcripts, member checking, the research log for all communications with the participants, and the reflective journal that included field notes throughout each semi structured interview were all used to gain an in-depth understanding of the interview data. In addition to using multiple sources of evidence to ensure trustworthiness, a qualitative design for the humanistic and social world perspectives of the participants was embedded in this qualitative case study (Stake, 1995; see also Lincoln & Guba, 1985).

Assumptions, Limitations & Delimitations

Assumptions

I assumed that teachers who had agreed to the semi-structured interviews were those who have experienced long – term stress. The experiences of teacher burnout were detailed perceptions of the work environment, job satisfaction, change and flexibility, and administrative support to arrive at themes to center on burnout. The loss and motivation that was described through the interview questions gave factual encounters of burnout to allow the researcher to transcribe, code, and develop themes for research.

Limitations

I identified three main constructs for administrators to remember when supporting teachers with stress and *burnout*; empathy, relationship building, and effective communication. I sought to further clarify the understanding of stress and frustration by researching and observing teachers who have identified themselves as being *burned out*. Research supported the belief that administrative support was extremely important to teachers. The impact of administration and school leadership on teachers and students was not a new phenomenon with a considerable amount of research centering on this topic. When a teacher knows that the administration cares about their efforts as educator, they are able to effectively instruct and concentrate on important aspects of the school day which include teaching and learning. Teachers agree that they receive more instructional support from their immediate supervisor, their department chairperson than their department administrator. Further study could correlate the pedagogical understanding of the teachers in relation to their department chairperson opposed to their department administrator. Department administrators are not as empathetic when teachers do not deliver lesson plans, develop their instructional plan and calendar or use the latest instructional strategies learned during professional learning opportunities given throughout the school year. Limitations of the study exist with reasons why administrators are not as empathetic when faced with district, state and federal accountability measures that impact student achievement.

Identified teacher participants were chosen through a convenience sample. While the data of teachers should be similar, the motivational level of teachers of teachers who

agree to interview may be varied. This could impact the proper questions asked in the interview of the teachers. The researcher assumes that the teachers participating in the interviews will be honest for the sake of academia. The time set aside to interview each educator is forty-five minutes. The time allocated could be limited with the discussion towards the effects of teacher burnout in the interview. A final limitation includes the population the school involved as a Title I school. Generalization of the results was a limitation due to the population differences among high schools within the county and in the southeastern region of the United States. This should be considered when trying to replicate the study and compared results.

Delimitations of the Study

Teachers were qualified teachers in the district and full-time. Since the teachers agreed to interview, I assumed that the teachers are employees of the local research site. I selected high school teachers in the Southeastern region of the United States. Four teachers agreed to be interviewed who had at least 3 years' experience in teaching high school; some of which were elective instructors. Additionally, all teachers agreed to be audio taped.

Data Analysis Results

Interview data were saved on a jump drive and hard drive and secured with password protection. The audio taped data were transcribed. The transcripts were coded to find recurring categories, themes, and patterns. I read each transcript several times, making notes of the contrasting as well as the aligned comments each participant made. Interview transcripts were coded to identify a way to sort or group the data as well as maintain

privacy for the participants. Coding categories included Physical setting of encountered stress (PS), Teacher encounter with stress (TE), Administrative responses to teacher burnout (AR), Teacher self-awareness of encountered stress (TSA), and Reason for teacher burnout (RTB). I reviewed each interview question to gather a clearer concept of the transcripts to evaluate and monitor its accuracy. The interview transcripts were analyzed for emergent themes using a thematic analysis.

Findings were shared with the participants, school administrators, district administrators, and professional providers at the research site. School district administrators could provide Grades 9-12 classroom teachers with professional development opportunities to improve the administrative support for teachers before they become burned out. The school district administrators could implement school-wide professional learning opportunities designed for classroom teachers.

Participant Responses to Interview Questions

Positively and Negatively Encountering Teacher Stress

The first interview question was: “How have you been able to positively and negatively encounter teacher stress?” Teacher one stated, “I have positively encountered teacher stress by the workload that I have to deal with every day. Being able to handle students and grading and questions, lesson planning” Teacher one also stated, “I think I have encountered that in a positive manner because I have been able to effectively work through solving problems and initiating student achievement while still maintaining my thought process.” I then asked as a follow-up, “Have there been any negative encounters?” Teacher one stated, “There have been a few negative encounters with teacher

stress, more positive than negative, but there have been a couple of negative encounters that I been able to participate in seeing as how sometimes parents can be a little bit overwhelming when it comes to their child. There can be administrators that can come down pretty hard without knowing the facts of the situation, but mainly in my experience it has been a lot of parent miscommunication. Part of that is my problem because I don't initiate that communication all of the time; I depend on the student to be able to effectively communicate to the parent what has been taught, brought up in class, or even mentioned in class and a lot of times they don't and parents are unaware, therefore, that creates a lot of parent tension between parent and teacher. For me, that causes the majority of my stress." I then asked stated "Mainly positive though?" Teacher one stated, "Yes. I have had quite a few positive encounters; trying to work through the idea of teaching and facilitating learning while not getting lost in being in a high school atmosphere, getting caught up in gossip and trying to maintain a professional state and have professional ideas while students are trying to depend on you as counselor, as friend. Sometimes having that barrier in place is hard for students to understand and sometimes even hard for teacher to understand because sometimes you really have a student that needs extra care and you have to be able to separate that type of pressure.

You have to put yourself in a position of 'I'm still the educator, I'm still the adult.' They have a family at home so you don't want to get too attached. That is hard to overcome but easy to overcome at the same time."

Teacher two stated, “I am not sure if this is positive or negative, though outside of here, sleeping is a way to decompress. Honestly, during my planning period I take a nap too. I talk to other teachers about things that cause stress.”

Teacher three stated, “The kids help me a lot with that. I find it fun to teach them. They have a hunger learning my subject area. On the negative side of it, sometimes I find it hard to do a lot of the paperwork. I would make the deadlines but having to do so much can be stressful.”

Teacher four stated, “I positively encounter teacher stress on a regular basis, dealing with students and their attitudes, their inability to get things done like they should and taking responsibility, as well as administratively”. Teacher four also reported “The things we have to do on top of teaching; meetings on top of meetings, the paperwork, other requirements and things we have to do outside of instruction is stressful.”

Routines to Counteract Teacher Burnout

The second interview question was: “What routine, if any, do you have to counteract teacher burnout?” Teacher one stated, “I try to talk to my colleagues a lot and get their opinion to make sure that I am not overreacting on a situation. I try to collaborate. I have a small circle of colleagues that I see every day. I try my best to get their opinion on the way I am teaching to make sure it is coming across clearly, that the idea is understood of what it is I am trying to convey, and that the objective is clear. That helps a lot because sometimes you can hear yourself. It is a lot like proofreading; you can hear yourself teaching and it sounds fine to you but your students don’t understand creating a discon-

nection. But mentioning to another colleague who is well seasoned in their career is very helpful.”

Teacher two stated, “I don’t have a routine to counteract teacher burnout. When I feel exhausted I just stop what I am doing, whatever it is, and take time for myself.”

Teacher three stated, “Sometimes I look at the past successes that I have had. It helps to counteract teacher burnout when I look at the students I have; I feel proud of them. It (burnout) does not have to be overkill. I also know that by the end of the day, I am going home.”

Teacher four stated, “I made up in my mind after my first year of teaching that I would not take any work home. So what doesn’t get done between 7 and 3 doesn’t get done because I devote my time at home to my children and my family.” Teacher four also stated, “I try not to even think about my work when I am not at work because otherwise I will be stressed out and frustrated with my family, trying to think how to get things done at home that I should be doing at work.”

Encountering Change or Flexibility

The third interview question was: “When have you had to encounter change or flexibility as a teacher?” Teacher one stated, “All of the time. Things change consistently. Things change in the curriculum and you have to be able to adjust. Things change from an administrative standpoint. One day the administration may want your program to look one way or for you to teach a certain thing and then in the next couple of weeks it is not being effective so you have to alter the way that you are teaching.”

Teacher two stated, “The last time was my most recent deadline. The group I was preparing for the performance was not ready due to many dates being changed. After I decided to change date; unfortunately, I did not change it on the master calendar. I did communicate the change to students and parents. A major reprimand was taken due to the change in date. Apparently administration does not deem date changes as necessary anymore.”

Teacher three stated, “A lot this year. The most stressful has been the changes implemented. - Having to write daily lesson plans when we are used to doing things by the unit. It is stressful because you find yourself trying to change the daily lesson plans to appease the administrator. You feel pressured by the administrators to limit the length of the lesson. It is hard to determine because kids have different experiences.

Teacher four reported, “The school where I am now has been going through change for four or five years. Change is the one thing that is consistent in this school building. Every year something is changing. We had changing in principal, we have had change in administration; have had a lot of changes in staffing. Because of the changes in administration and principal, a lot of the policies have changed.”

The Experiences of Teacher Burnout

The fourth interview question was: “What is your experience with teacher burnout?” Teacher one stated, “My personal experience with teacher burnout comes during instruction.” The teacher’s students do not have much background knowledge of the subject area. Trying to teach content vocabulary and translate it into the final exam has become a challenge. Teacher one also stated, “It causes a lot of friction because you think

the students have it and they really don't and so I find myself re teaching a lot of things that I thought were clear, even if it is in the most explicit manner."

Teacher two stated, "I have witnessed teacher burnout more than I have experienced it. As a teacher, it ends up consuming your life. Even if it is not the work, you end up investing so much of it mentally, physically, and emotionally. My experience with burnout develops a sense of apathy in one place of another. Administration is a part of my exhaustion. I don't think administration considers what goes on with me."

Teacher three stated, "There are things that would burn me out with administration. The kids do not burn me out. In fact, I would say that I am less burned out because I have not missed a day this year."

Teacher four stated, "I am at a point now where the changes and mandates on what we have to do; I feel like I have nothing more to give. I feel like I cannot teach them anything else because I have too much in my head, too much going on, too many meetings to go to, where I have nothing more to give. That is burn out. When I get to some points where I am just done and can't do this anymore. I still come back the next day, but you to that point where you say I am just done. And to me that is ultimate; I am burned out."

The Impact of Your School/ District with Teacher Burnout

The fifth interview question asked: "What has been the impact of your school/ district with teacher burnout?" Teacher one stated, "I think the impact has been negatively received. As I understand, there are many teachers expressing the need for more collaboration with other teachers in their subject area. It is hard to take that moment to col-

laborate with other teachers in the district if you have so many demands in your local school. I think the outcry for collaboration has not been heard to a point that it has been an effective tool of planning. Administration does not understand why you are teaching a certain way because they do not understand the curriculum and because they are not familiar with what the district mandates. Then you have to go back and educate them, which takes time from effective lesson planning and collaborating across the county. Therefore, the outcry for necessary collaboration is not being heard and it is ultimately affecting the teachers negatively because there is no confidant; no one that understands what teachers go through as an individual and sometimes that needs to be validated.” As I follow-up, I asked about the communication from teacher to administration. Teacher one stated, “I think there is a strong disconnection; very strong. I think that the administration, of course, expect you to do your job which is to teach students and facilitate learning and help the growth of the students but at the same time, to me, it seems like they want you to do your job their way without knowing the specific duties and responsibilities of your job from a district standpoint. They (administration) don’t know the specifics.”

Teacher two stated, “Colleagues are ready to go and leave the school itself. Their efforts seemed unnoticed and not valued by administration. I have witnessed teachers who have put this job before their families and before a lot of other things in their lives. Sometimes it has taken a toll. For those teachers I am now seeing that they are ready to drop it all.”

Teacher three stated, “I would say that there is nothing from the district that would impact teacher burnout. From other colleagues I have spoken with, this is not a district initiative. It is also frustrating to look at an administrator who has never had experience in our department; not understanding the culture.”

Teacher four stated,

Since our school has been deemed as one of the lower performing schools, mandates that come from the top have caused burnout and more stress. We are told ‘You guys are not doing what you are supposed to be doing,’ even though a lot of what we are going through as far as student achievement is because of our demographics. Sometimes it is not the teacher’s fault but it trickles down to us. Now we are pressured to make sure ‘You guys are not passing tests,’ ‘You are not doing this or that,’ so now it is our fault. This adds to teacher stress and teacher burnout. When we feel like we are doing the best we can we are still not doing as well as the state or the county wants us to do.”

Workplace Discussions on Burnout

The sixth interview question was: “When is teacher stress or burnout ever discussed in the workplace? Teacher one stated, “No that often. It becomes a major problem that is never discussed. We do not have any professional development opportunities nor discussion groups to discuss issues on a regular basis. The collaboration of teachers at least discussing the issues throughout the school would definitely help with the issue of burnout.”

Teacher two stated, “I don’t think it is ever discussed formally. I think it is always in passing, in the teacher’s lounges, in teachers’ classes, during planning periods, after meetings, before meetings, or in the hallways.” Teacher three stated, “Four out of five days out of the week, you are going to talk to somebody at some point (about it). Often. Informally. Teacher burnout is never addressed formally. It is swept under the rug; one of those elephants in the room. People don’t really talk about that though you know they burned out and that they are frustrated about things. There are things you may need help with, but they are swept under the rug so they are discussed informally.” Teacher four stated, “Never. Unless it is discussed between teachers, informally with your peers and colleagues, I do not think it is addressed at all from the top. I do not think it matters to them. I think they simply say ‘do your job’.”

Colleague Conversation

The seventh interview question was: “How are initiatives to counteract stress brought forth through colleague conversation? Teacher one stated, “I have taken the time to make the appointment with our administrative team; I do not think a lot of teachers take that initiative; they don’t sit down with the administration. They just gripe about it. I think a lot of teachers at this point are not solution oriented. They do not know how to solve the problem or if they do they just keep quiet about it because they are afraid of losing their job or being seen in a negative light. They may not have the skills to present themselves to their administration so that they can be heard.”

Teacher two stated, “Initiatives are never addressed other than joking about life outside of the workplace.” Teacher three stated,

I find myself talking to people. As I think about myself as having an old paradigm compared to someone that has been teaching a couple of years to see what they go through. As I look at both situations, I find that it is not me. As I start to talk to other teachers, hearing the same things echoed, (I find that) it is not me. It doesn't lessen the burnout but it makes me feel like I am not by myself. I have someone that I can vent to and talk to. Often times I get resolutions to things, having another way to look at the situation.

Teacher four stated,

They are not. Colleague conversations are usually venting sessions. No one has an answer to fix it or strategies to deal with it. For some, venting lets them get through to the next day by saying 'ok, I've got this off my chest, let me start fresh tomorrow.'

Reasons for Burnout

The eighth interview question was: "What reasons cause burnout in teachers?"

Teacher one stated,

Administration because that's who you hear from all day in a sense of or in the form of emails or calls when they need to see you in their office. A lot of burnout takes place when the administration micromanages what is happening in your classroom without, again, knowing the specifics of what is going on in your classroom from an education standpoint. Sometimes they hold a higher degree, sometimes they don't. There is a kind of know it all factor.

Teacher two stated,

I don't think it is the students at all. I think the love and passion we have for teaching and we have for the students. Kids are going to be kids. They are going to fight you, at least at the beginning. They are not going to want to learn or do the work. That is where we come in. When we do not have the support to continue to encourage them (students) to learn and work it is harder for us to do that (teach). It is thankless job from the side of the student, at least. When I see a student is succeeding, I do not need them to thank me. However, during the process of that, if I am still getting reprimanded by an administrator because they (students) are not a success although they are climbing up to success, that negates the fact that I am trying so hard. It decreases the morale of trying to keep raising these students up.

Teacher three stated,

Burnout comes when I have a great idea for the program and it is clipped because someone (administration) wants us to shift our focus. When we are getting ready for our end of course exams, we then gotta do this and gotta do that; having to write reports, daily lesson plans, then having a class where students are constantly added so we never really get to the core of our focus. Once you focus on one unit, here comes another group added. So, as you work with the second group to get them introduced, the first group falls. Then a third group is added. It is like a domino effect, as it keeps going. Eventually the last group at it gets ahead of everybody and then they fall.

Teacher four stated,

The constant pressure to do better, to achieve when you think you are doing the best that you can though being told that you are not. Our graduation rate is still low and our standardized test scores are still low so no matter how much you do, you are never doing enough. You stay after-school until 6 o'clock with students being whatever they need; you are a doctor, psychologist, nurse, mom, dad, teacher; all this and it is never enough. It gets to a point where you ask 'what else do I do? What else do you want from me?' I think that really leads to burn out.

Ranking of Burnout Cases

The ninth interview question was: "How would you rank causes of teacher stress-administration, colleagues, parents, students, family, and finances?" I handed the conversational partner a small pad to collect their thoughts for a second. Teacher one stated,

Administration is definitely one. They feel like they can do your job better than you when in actuality it takes a lot of collaboration. The administration is the number one cause of burnout because they want you to bend more than they are willing to bend while maintaining professionalism. I had to learn to bend backwards more than once in order to continue working. There are a lot of people that are intimidated by their administration. When they (administrators) come to the room there is a negative tone that follows them into the room when in fact they just want to see what you are doing and lot of teachers are intimidated because they do not know how to read the administrator's face. When they are observing it puts a lot of pressure on a teacher that is unsure why they are in the room.

Teacher two stated,

Administration is burnout for me. There isn't much parent involvement. The parent involvement I do get is very positive, so I do not consider that a stressor at all. All of my colleagues are very supportive. We all keep each other company. That is positive thing. Kids are going to be kids. Some days they are good. They are never bad. Some days they are in bad moods. Some days they want to listen fully and some days they are not on the same planet. It just happens that way. That comes with the territory. Family is nothing but support to me. With all of the issues or successes I have gone through, they are there to comfort me or celebrate with me. Finances can go up or down. Though I am not paid well enough, or any teacher is, I think it is still well worth the gig.

Teacher three stated, "Administration. After administration it would be parent involvement, then the motivation of the students. Students must have a sense of urgency about academics; then finances." Teacher four stated, "Administration is number one; students, finances, and parents. I do not have a lot of parent support, so I do not have parent stress. I may have two or three parents to reach out to me so parents are not really that stressful."

Teacher Response Summaries

Teacher One

Teacher one has positively encountered stress by effectively worked through the workload. She has effectively solved work-related problems including student discipline, grading, lesson planning, and conference calls without impacting the delivery of her daily

lessons. Focusing on student achievement and not on students' problems has kept her grounded with daily student learning. Negatively, stress has centered on administrators who would subjectively side with parents before objectively listening to the teacher as well when teacher to parent conflicts arises. Parent miscommunication has also caused stress when communication has been given to the student to be the source from teacher to parent, posing parent to teacher tension. Trying to work through the balance of teacher and counselor becomes a challenge. Sometimes students need extra care and support that leaves pressure. To counteract teacher burnout, speaking with colleagues to gain opinions on decision-making helps. A small circle of colleagues that gathers daily helps with teaching strategies and implementation. The important goal is making sure the students understand.

Change and Flexibility

Teacher one experiences change all of the time. When curriculum and instruction changes on an annual basis, you must be willing and ready to adjust. Daily instruction should be fluid as well. Administration changes their mind consistently with implementation of the lesson planning, therefore adjustments must be made, and especially they may not understand the delivery of the content. Students who have very little background knowledge of my discipline and the expectation prior to entering become a challenge. The constant need for re teaching burns me out. I try to extend flexibility to my students, though the standards will only allow me to back track so far.

Administration

The need for collaboration has been expressed by teachers, though administration has seemed to not hear. Local administration and district demands and expectations do not coincide. Specifically for teachers who are singletons, administration has taken less time to understand the curriculum because they are not the four (4) core disciplines. Therefore, the outcry for necessary collaboration is not being heard and it is ultimately affecting the teachers negatively. Teachers need a confidant.

Teacher one thinks a strong disconnection exists. Since administration only comes few times to observe, they do not have a clear connection with what should be accomplished pedagogically in each class. Administration is ranked first with teacher stress because they are who you hear from when needed in their office. The intimidation of administration presents a negative tone when they enter the room. Sleeping is a way to decompress.

Teacher Two

Teacher two takes naps during his planning period. He has no routine to counteract teacher burnout. Whenever he feels exhausted, he just stops what he is doing and takes time for himself. This need for sleep and exhaustion during the school day equates to low teacher efficacy.

Change and Flexibility

Deadline for a recent performance created the need for change and flexibility. After Teacher two changed the date of the concert with his ensemble and parents, he did not change it on the school's master calendar. Though no communication was ever given

about the need for changing, a reprimand was given. Teacher burnout has consumed Teacher two's life. He invests so much mentally, physically, and emotionally which consumes the time. His experience with burnout developed as a sense of apathy.

Administration

For Teacher two, administration is burnout. Administration is part of his exhaustion and apathy towards his job. To appease, rather than making decisions that would be best for the student and how decisions would affect the program administratively. Currently, since administration has a sense of apathy for the program and the subject I teach, I have developed the same apathy. Administrative negligence has developed. Teacher two's principal has not stepped into his classroom in three years. The performance that he saw was a coincidence since he was mandated to attend. The only feedback he receives from his immediate supervisor is negative. Though warned to be ready for an observation, a month went by without an evaluation. From Teacher two's point of view, if administration will not look at his instruction, the signs all show that they do not care. Many teachers are ready to leave the school due to many of the same reasons in dialogue. Efforts continue unnoticed and not valued by administration. As many in our school do, the job comes before family, which takes a toll. This imbalance continues to become the teacher's demise.

Reasons for teacher burnout do not center on the students. Kids will be kids. Many may not want to work or learn at first. The burnout comes when support to encourage students to learn and work harder for the teachers in the classroom. My hard work is negated when administration do not see and appreciate the process before their assess-

ment. Teacher two asks teacher leaders and administrators to be accessible and visible. As administrators, you should water the plant opposed to only pruning it. At home, we look for parents not only as the disciplinarian, though to build the morale and self-esteem of their child. Principals should do the same.

Teacher Three

The students have helped Teacher three positively encounter teacher stress as he finds it fun to teach them. The paperwork causes the negative encounter. Thinking about his past successes has helped Teacher three counteract teacher burnout. Burnout does not have to be overkill.

Change and Flexibility

Change has been stressful. The change to daily lesson plans and correcting to appease administration becomes challenging. Pressure from administration to limit the length of the lesson balanced with the level of the students and the need to reteach has been a challenge as well. Change in students by semester and the flexibility that he has had to encounter with instruction has not burned him out. He has had perfect attendance this year. Administration is his burnout.

Administration

Changes in administrative duties and responsibilities has caused stressed. Stress also arises when administrators make decisions that you have been given autonomy to make in the past. Administrators who do not understand the culture of the program and the culture of the discipline causes stress. Though teacher burnout is a problem, it is never addressed formally though is swept under the rug. His burnout is caused when he is not

supported by administration. Administrators must get to know their teachers. Stress comes when administrators do not know a teacher; sitting down and understanding where a teacher is and where they would like to go professionally. He has no relationship with administration.

Teacher Four

To positively encounter stress, Teacher four has made-up in her mind to not take any work home. Anything not accomplished between work hours must wait. She devotes her time at home to family. She separates work from family to alleviate frustration. This is necessary when balancing so much beyond teaching; the paperwork, meetings, and requirements.

Change and Flexibility

Change is one thing that has been consistent for the past four or five years in Teacher four's building. Change has occurred with the instructional leader, other administration, and staffing. Policies have changed due to change in administration. So much change has made Teacher four feel as though she nothing more to give. She has a hard time balancing everything in her head. That is burnout. Since the school is one of the lower performing schools, many mandates from the district cause stress and teacher burnout. Stress is not discussed formally. Colleague conversations become venting sessions. The constant pressure to change, to achieve, and to perform better when the best is given becomes stressful. Teachers ask "what else do I do?" or "what else do you want from me?" when staying until 6 o'clock some days to be student's doctor, psychologist, nurse, mom, dad, and teacher; never enough.

Administration

When told “You guys are not doing what you are supposed to do,” though student achievement results from our demographics and attrition, it is not the teacher’s fault. The answers to fix the problems or strategies to counteract teacher burnout are never given. Administrators simply say “do your job.” Administration should not forget what it was like to be an educator. Administrators should remember that at one time you were teachers in the classroom, in the trenches with students on a regular basis. Exhaustion occurs after teachers do what they do, not just physically but emotionally. Students need to talk about personal things on a regular basis. Support is needed. Think of the struggles as teachers and understand. Consider reasons when things are not completed and communicate with empathy so that we are on the same page.

Findings of the Study

The participants felt that at times the classroom became difficult due to student behavior and lack of respect. Maag’s (2008) correlation of student misbehavior as a major factor to teacher burnout is supported. Educators teach because they have a passion for the students and the satisfaction of making a difference. Culture and climate of the building should be addressed regarding student behavior and respect for teachers. Teachers felt that it becomes difficult to get up every once in a while. Three out of the four teachers who participated felt increased paperwork contributed to the imbalance of preparation, time, and instruction. The participants reported that administrators should think about teacher’s time when administratively planning professional learning opportunities and designing classroom expectations.

Stress adds to teachers not believing in themselves (Skaalvik, 2007). Teacher confidence in their own pedagogy and teaching strategies are lost when they do not feel appreciated (Gunduz, 2012). The support of administration was split between sometimes and rarely. Administrators must communicate effective teambuilding and community development strategies with one another to exhibit the need for consistency.

Themes Identified

Three primary themes emerged from data analysis. Using the pre-determined codes and descriptors, those phases mostly commonly used by participants regarding their physical setting (PS) were clustered together as the theme *change and flexibility*. The theme of *the encounter of burnout* emerged from teacher encounter with stress (TE: neg.nctr) and teacher self-awareness of encountered stress (TSA: teach.awr). The third theme of *administrative support* arose from the frequent responses regarding administrative response to teacher stress (AR: neg.admin). The reason for teacher burnout (RTB) served as an category for those responses given by the participants that did not fit a particular pre-determined code. As illustrated in Table 3, the negative encounters of teacher stress (TE: neg.nctr) and negative administrative responses to teacher stress (AR: neg.admin) was referenced most often by the participants.

Theme 1: The Encounter of Burnout

Teacher 1 has positively encountered stress by effectively worked through the workload. She has effectively solved work related problems including student discipline, grading, lesson planning and conference calls without impacting the delivery of her daily lessons. Focusing on student achievement and not student problems has kept her ground-

ed with daily student learning. Negatively, stress has centered on administrators who would subjectively side with parents before objectively listening to the teacher as well when teacher to parent conflicts arises. Parent miscommunication has also caused stress when communication has been given to the student to be the source from teacher to parent, posing parent to teacher tension. Trying to work through the balance of teacher and counselor becomes a challenge. Sometimes students need extra care and support that leaves pressure. To counteract teacher burnout, speaking with colleagues to gain opinions on decision-making helps. A small circle of colleagues that gathers daily helps with teaching strategies and implementation. The important goal is making sure the students understand.

Sleeping becomes a way to decompress. Teacher 2 takes naps during his planning period. He has no routine to counteract teacher burnout. Whenever he feels exhausted, he just stops what he is doing and takes time for himself. This need for sleep and exhaustion during the school day equates to low teacher efficacy.

The students have helped Teacher 3 positively encounter teacher stress as he finds it fun to teach them. The paperwork causes the negative encounter. Thinking about his past successes has helped Teacher 3 counteract teacher burnout. Burnout does not have to be overkill. To positively encounter stress, teacher 4 has made-up in her mind to not take any work home. Anything not accomplished between work hours must wait. She devotes her time at home to family. She separates work from family to alleviate frustration. This is necessary when balancing so much beyond teaching; the paperwork, meetings, and requirements.

Theme 2: Change and Flexibility

Teacher 1 experiences change all of the time. When curriculum and instruction changes on an annual basis, you must be willing and ready to adjust. Daily instruction should be fluid as well. Administration changes their mind consistently with implementation of the lesson planning, therefore adjustments must be made, and especially they may not understand the delivery of the content. Students who have very little background knowledge of my discipline and the expectation prior to entering become a challenge. The constant need for re teaching burns me out. I try to extend flexibility to my students, though the standards will only allow me to back track so far.

Deadline for a recent performance created the need for change and flexibility. After Teacher 2 changed the date of the concert with his ensemble and parents, he did not change it on the school's master calendar. Though no communication was ever given about the need for changing, a reprimand was given. Teacher burnout has consumed teacher 2's life. He invests so much mentally, physically, and emotionally which consumes the time. His experience with burnout developed as a sense of apathy.

Change has been stressful. The change to daily lesson plans and correcting to appease administration becomes challenging. Pressure from administration to limit the length of the lesson balanced with the level of the students and the need to reteach has been a challenge as well. Change in students by semester and the flexibility that he has had to encounter with instruction has not burned him out. He has had perfect attendance this year. Administration is his burnout.

Change is one thing that has been consistent for the past 4 or 5 years in Teacher 4's building. Change has occurred with the instructional leader, other administration, and staffing. Policies have changed due to change in administration. So much change has made Teacher 4 feel as though she nothing more to give. She has a hard time balancing everything in her head. That is burnout. Since the school is one of the lower performing schools, many mandates from the district cause stress and teacher burnout. Stress is not discussed formally. Colleague conversations become venting sessions. The constant pressure to change, to achieve, and to perform better when the best is given becomes stressful. Teachers ask "what else do I do?" or "what else do you want from me?" when staying until 6 o'clock some days to be student's doctor, psychologist, nurse, mom, dad, and teacher; never enough.

Theme 3: Administrative Support

The need for collaboration has been expressed by teachers, though administration has seemed to not hear. Local administration and district demands and expectations do not coincide. Specifically for teachers that are singletons, administration has taken less time to understand the curriculum because they are not the four core disciplines. Therefore, the outcry for necessary collaboration is not being heard and it is ultimately affecting the teachers negatively. Teachers need a confidant. Teacher 1 thinks a strong disconnection exists. Since administration only comes few times to observe, they do not have a clear connection with what should be accomplished pedagogically in each class. Administration is ranked first with teacher stress because they are who you hear from when

needed in their office. The intimidation of administration presents a negative tone when they enter the room.

For teacher 2, administration is burnout. Administration is part of his exhaustion and apathy towards his job. To appease, rather than making decisions that would be best for the student and how decisions would affect the program administratively. Currently, since administration has a sense of apathy for the program and the subject I teach, I have developed the same apathy. Administrative negligence has developed. Teacher 2's principal has not stepped into his classroom in three years. The performance that he saw was a coincidence since he was mandated to attend. The only feedback he receives from his immediate supervisor is negative. Though warned to be ready for an observation, a month went by without an evaluation. From Teacher 2's point of view, if administration will not look at his instruction, the signs all show that they do not care. Many teachers are ready to leave the school due to many of the same reasons in dialogue. Efforts continue unnoticed and not valued by administration. As many in our school do, the job comes before family, which takes a toll. This imbalance continues to become the teacher's demise.

Reasons for teacher burnout do not center on the students. Kids will be kids. Many may not want to work or learn at first. The burnout comes when support to encourage students to learn and work harder for the teachers in the classroom. My hard work is negated when administration do not see and appreciate the process before their assessment. Teacher 2 asks teacher leaders and administrators to be accessible and visible. As administrators, you should water the plant opposed to only pruning it. At home, we look

for parents not only as the disciplinarian, though to build the morale and self-esteem of their child. Principals should do the same.

Changes in administrative duties and responsibilities has caused stressed. Stress also arises when administrators make decisions that you have been given autonomy to make in the past. Administrators who do not understand the culture of the program and the culture of the discipline causes stress. Though teacher burnout is a problem, it is never addressed formally though is swept under the rug. His burnout is caused when he is not supported by administration. Administrators must get to know their teachers. Stress comes when administrators do not know a teacher; sitting down and understanding where a teacher is and where they would like to go professionally. He has no relationship with administration

When told “You guys are not doing what you are supposed to do,” though student achievement results from our demographics and attrition, it is not the teacher’s fault. The answers to fix the problems or strategies to counteract teacher burnout are never given. Administrators simply say “do your job.” Administration should not forget what it was like to be an educator. Administrators should remember that at one time you were teachers in the classroom, in the trenches with students on a regular basis. Exhaustion occurs after teachers do what they do, not just physically but emotionally. Students need to talk about personal things on a regular basis. Support is needed. Think of the struggles as teachers and understand. Consider reasons when things are not completed and communicate with empathy so that we are on the same page.

Other Factors Contributing to Burnout

Patterns regarding parental support, personnel, and environment were common among all participants' responses. The four teachers had experiences regarding stress and burnout related to little parental support and low student achievement in Grades 9-12 classrooms. Each participant had experienced constant change in the process of the building as well as administrative personnel throughout the building (Theme 2). All participants place administrative support as the number one reason contributing to teacher burnout (Theme 3).

The relationships of each of the four teacher participants to other stakeholders had impacted the encounter of teacher burnout (Theme 1). Though student discipline became an initial stressor for the educators who were interviewed, they have not allowed the relationships between student and teacher suffer as a result. One teacher cited students helping her through the stress, remembering that teaching is fun. The focus of daily instruction continued to center on success and growth of the student through the standards and curriculum set by the district (Theme 2). Communication of classroom expectations and consistency of students abiding by them stresses educators. Parent relationships were mixed. While two participants were impacted by parent miscommunication due to their increased involvement as a teacher after-school, two participants were not impacted. The extra support and care that parents give to other local schools are not as evident at the research location, leaving the teacher upset about the poor relationships with parents.

Family, relationships have been positive for teacher four. She decided to make a clear distinction between family and work, alleviating any rollover of frustration. Family has been supportive for the teachers interviewed through the stress encountered. Col-

league to colleague relationships have become very positive and supportive through teacher stress. A small circle of colleagues gather to support one another daily with teaching strategies and implementation. Colleague conversation can quickly become venting sessions to overcome stressful situations. Relationship between teachers to administrator has suffered the greatest. When teachers believe they are not supported by administration, everything else about the work environment suffers. Effective communication of changes (Theme 2) throughout the building impacts the relationships between administrators and teachers. From policies and procedures to personnel changes, teachers become stressed when they are not informed of changes that impact their daily instruction and their work environment. Administrative negligence due to other areas of accountability causes the current disconnect between administrators and teachers (Theme 3). Stronger relationships between administrators and teachers could be built during classroom observations and post conferences of the observations.

Discrepant Cases

These nonconforming statements from the face-to-face interviews with participants have been included in these findings. The statements are important to Grades 9-12 classroom teachers and school and district administrators to examine the need for professional development for classroom teachers on how to overcome burnout and on how to use research-based instruction to help teachers learn about conquering teacher burnout. Classroom teachers may benefit from ongoing professional development on research-based pedagogies. School principals may benefit as well from professional development

on strategies to help teachers positively encounter stress. Professional development may help both teachers and school principals.

Evidence of Quality, Reliability, and Validity

Member checking was used to determine the accuracy of the findings and to contribute to the credibility of the findings (Stake). The interview transcripts, member checking, the research log for all communications with the participants, and the reflective journal that included field notes throughout each semi structured interview were all used to gain an in-depth understanding of the interview data. In addition to using multiple sources of evidence to ensure trustworthiness, a qualitative design for the humanistic and social world perspectives of the participants was embedded in this qualitative case study (Stake, 1995; see also Lincoln & Guba, 1985).

Appendix B: Teach-R Program Evaluation Form

Standard 1: Teach-R Mentoring for Continuous Quality Improvement (CQI)				
Quality Time				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> Mentors work with Teach-R program teachers occasionally 	<ul style="list-style-type: none"> Mentors work with Teach-R program teachers during and outside of the school day, based upon schedule and mentor flexibility 	<ul style="list-style-type: none"> Mentors and Teach-R program teachers have sufficient time to engage in induction-related activities 	<ul style="list-style-type: none"> Mentors are provided protected time to engage with beginning teachers and support their professional growth Beginning teachers are released to work with mentors, and other support providers as appropriate 	
Instructional Focus				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> Mentors focus on logistical and operational issues, such as school practices and culture 	<ul style="list-style-type: none"> Based on classroom observations, mentors converse with teachers on issues of classroom management, lesson planning, delivery of instruction and student learning aligned with Georgia curriculum standards 	<ul style="list-style-type: none"> Mentors work with Teach-R program teachers across the full-range of teaching practices as defined by Georgia Professional Teaching Standards and identified by the Georgia Teacher Effectiveness System 	<ul style="list-style-type: none"> Mentors work with Teach-R program teachers on a strategic focus as determined by the Georgia Teacher Effectiveness System and other assessments of classroom practice and student learning 	
Standard 2: Teach-R Professional Development				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> Teachers receive a structured orientation to school policy, practices and procedures 	<ul style="list-style-type: none"> District-wide professional development is provided for teachers, often prior to the start of the teachers' school year Professional development is aligned with the Georgia Professional Teaching Standards, The Georgia Teacher Effectiveness System, and teachers' professional growth 	<ul style="list-style-type: none"> Teachers participate in a variety of professional development opportunities designed more specifically for teachers who require support, as aligned with the goals of the Teach-R program Participation in professional development may be open choice, suggested by the 	<ul style="list-style-type: none"> Teachers participate in a wide range of professional development offerings based upon their assessed developmental needs 	

Appendix C: Mentor Monthly Focus Agenda

Agenda Topic			
[Pick the date]		[Meeting Time]	[Meeting Location]
Meeting Focus			
[Agenda Topic]			
[Time allotted]			
Discussion			
Conclusions			
Action Items		Person Respon-	Deadline
[Agenda Topic]			
[Time allotted]			
Discussion			
Conclusions			
Action Items		Person Respon-	Deadline
[Agenda Topic]			
[Time allotted]			
Discussion			
Conclusions			
Action Items		Person Respon-	Deadline

Appendix D: Interview Protocol

Interview Questions

- a. How have you been able to positively and negatively encounter teacher stress?
- b. What routine, if any, do you have to counteract teacher burnout?
- c. When have you had to encounter change or flexibility as a teacher?
- d. What is your experience with teacher burnout?
- e. What has been the impact of your school/ district with teacher burnout?
- f. When is teacher stress or burnout ever discussed in the workplace?
- g. How are initiatives to counteract stress brought forth through colleague conversation?
- h. What reasons cause burnout in teachers?
- i. How would you rank causes of teacher stress- administration, colleagues, parents, students, family, finances? (hand conversational partner a small pad to collect thoughts for a second)